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ABSTRACT

This marketing research project was undertaken to provide the International Institute of the University of Dallas with information regarding the career perception of foreign language majors for its use in recruitment for the International Management Program. Students from Arkansas, Louisiana, Oklahoma, and Texas were included in the study. Primary data were collected by mailing 590 questionnaires to Foreign Language Department Chairmen for distribution to foreign language majors. A total of 249 replies were received, representing a return rate of 45.4 percent. Secondary data were collected from various government, language association, and career placement association publications. The following were among the conclusions drawn from the data: (1) The potential market of foreign language majors for recruitment into an International Management Program is predominantly female, 78 percent versus 22 percent male. (2) More than 80 percent of the respondents indicated that career objective was an important consideration in the decision to pursue a foreign language major. (3) Female respondents appear to assign a higher preference to business (rank 4th) than do the male respondents (rank 5th). (4) Females perceive their chances for a business career to be less than their preference. (5) Males appear to prefer teaching, government, or graduate study. (6) Seventy-five percent of the respondents indicated some level of interest in an MBA program. (Author/KM)

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SURVEY OF

FOREIGN LANGUAGE MAJORS

Conducted For:

INTERNATIONAL INSTITUTE

UNIVERSITY OF DALLAS

Irving, Texas

Prepared By:

MARKET RESEARCH INTERNATIONAL

Irving, Texas

Dec. 1973

FL 006 478

THIS REPORT IS SUBMITTED FOR CONSIDERATION

OF CREDIT IN THE

UNIVERSITY OF DALLAS

GRADUATE SCHOOL OF MANAGEMENT

COURSE: CONSUMER BEHAVIOR

INSTRUCTOR: DR. JAMES C. MAKENS

DATE: DECEMBER 1973

MARKET RESEARCH INTERNATIONAL IS COMPOSED OF:

ASLAM U. ALLAWALA

RONALD D. ATKISSON

PAUL D. REED

GARY L. SMITH

FOREWORD

This report is submitted to the University of Dallas as the final report on a research project conducted to determine the foreign language majors perception of career opportunities.

This report is submitted in partial fulfillment of the requirements of Management 6367, Consumer Behavior, at the Graduate School of Management, of the University of Dallas.

In submitting this report, Market Research International wishes to acknowledge the information and guidance provided by: Dr. H. A. Merklein, Director of the International Institute, for assisting in the questionnaire design and for providing relevant material which has helped in our study design and analysis; Mr. Robert G. Lynch, Dean of the Graduate School of Management; and Dr. James C. Makens, Associate Professor of Marketing at the University.

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EXECUTIVE SUMMARY

GENERAL

This marketing research project was undertaken to provide the International Institute, University of Dallas, Irving, Texas, with information regarding the career perception of foreign language majors for recruitment consideration into the International Management Program. Students from the states of Arkansas, Louisiana, Oklahoma, and Texas were included in the scope of this study. Results of this study will assist in shaping the International Management Program.

Primary data for this research was collected by a mailed questionnaire. Five hundred and ninety questionnaires were mailed to Foreign Language Department Chairmen for distribution to foreign language majors. The sample size was selected to give a 95% confidence level of a sampling error of no more than 5%. The questionnaire and mailing procedure were carefully designed to maximize the rate of return. A total of 249 replies were received, representing a return rate of 45.4%. Secondary data was collected from various government, language associations, and career placement association's publications.

CONCLUSIONS

Analyses of the data collected has led to the following conclusions:

1). The potential market of foreign language majors for recruitment into an International Management Program is

predominantly female, 78% versus 22% male.

2). In excess of 80% of the respondents indicated that career objective was an important consideration in the decision to pursue a foreign language major.

3). Female respondents appear to assign a higher preference to business (rank 4th) than do the male respondents (rank 5th).

4). Female respondents perceive their chances for a business career to be less than their preference. Their interest level appears to be higher than what they believe their chances to be.

5). Male respondents perceive their chances to be fairly good for entering business, but appear to prefer teaching, government, or graduate study.

6). The low preference for a business career by all respondents (rank of 4) may be attributed to lack of awareness.

7). The majority of the foreign language students are not aware of the annual starting salaries of their career field at either the Bachelor or Master's level.

8). The majority of respondents feel that the foreign language curriculum is adequate for a professional career outside of teaching.

9). Seventy-five percent of the respondents indicated some level of interest in an MBA program following a Bachelor's degree in foreign languages.

10). Seventy-five percent of the respondents indicated it would take three or four semesters to achieve the MBA and preferred day classes.

11). Fifty-five percent of the respondents indicated that it would cost less than $2,000 in a State School and more than $3,000 in a Private School to complete the requirements for an MBA.

12). Sixty-four percent of the respondents felt financial assistance would be an important factor in their decision to pursue a Master's degree and twenty-seven percent of those respondents thought this aid could be obtained.

13). Eighty-nine percent of the respondents indicated they thought the increase in annual starting salary difference between a Bachelor's degree holder in foreign language and an MBA degree holder in International Management to be less than $4,500.

14). Approximately 90% of the respondents attached some importance to a one-semester gain in time required to complete an MBA.

RECOMMENDATION

The following recommendations are based on the analyses of the data collected during the course of this research.

1). Accept this study as a positive reflection of the need to bring together the individual interests of the foreign language and business departments within the University.

2). Develop the attitude both within the language and business department that the discipline of each are tools which when properly integrated through the student medium can benefit the student and the University. It is this attitude development between departments that can promote an awareness in the foreign language major of the opportunities to use his skills in business.

3). Concentrate on creating an awareness of international business opportunities on the foreign language majors, especially the predominent female segment of this market. An awareness of business opportunities for the foreign language major should not begin at the college level, but should be marketed to high school language majors. Don't wait until the student comes to you — go get him.

4). Approach foreign language publications with the results of this survey to include presentation of five-year plan.

5). Provide foreign language departments, particularly those participating in the study with results of this survey and request comments - then follow up with information on five-year plan.

6). Create interest in University of Dallas by emphasizing present program, possible financial assistance, and benefits of night classes.

BIOGRAPHICAL SKETCH

BIOGRAPHICAL SKETCH

This study is a market survey undertaken by Market Research International for the International Institute of the University of Dallas. Market Research International is a management consultant organization, with special international interest, formed by students of the Graduate School of Management of the University of Dallas, whose resumes follow:

Allawala, Aslam U. B. Com, University of Karachi, Pakistan. MBA candidate, University of Dallas. One year management experience in cosmetics industry in Pakistan.

Atkisson, Ronald D. B.S. in Sociology, Lambuth College, 1972. MBA candidate (International Management), University of Dallas.

Reed, Paul D. B.A. in Accounting, University of Texas at Arlington, 1971. MBA candidate, University of Dallas. His business experience includes five years in accounting and management.

Smith, Gary L. B.S. in Accounting, San Fernando Valley State College, 1964. MBA candidate, University of Dallas. His business experience includes five years in transportation management and seven years in information systems work.

BACKGROUND

BACKGROUND

Market Research International, a management consultant firm formed by graduate students of the Graduate School of Management, were retained to conduct a study of foreign language majors by the administration.

The Director of the International Institute wished to determine the foreign language majors perception of career opportunities in order to assist in shaping its international management recruitment program. The administration wishes to establish specific goals for the expansion of the International Institute.

These goals were brought out in a meeting held with the administration, and the study developed from there. The study was intended to provide a starting point for the strengthening and expansion of the International Management program.

PROPOSAL

PROPOSAL
SURVEY OF FOREIGN LANGUAGE MAJORS

PREPARED
by
MARKET RESEARCH INTERNATIONAL
October 4, 1973

MARKET RESEARCH INTERNATIONAL

ASLAM U. ALLAWALA

RONALD D. ATKISSON

PAUL D. REED

GARY L. SMITH

I. INTRODUCTION

This project is a survey of foreign language majors undertaken by Market Research International for the University of Dallas. Market Research International is a management consultant organization formed by graduate students of the Graduate School of Management of the University of Dallas, whose resumes follow:

ALLAWALA, ASLAM U. B. Com, University of Karachi, Pakistan. MBA candidate, University of Dallas. One year management experience in cosmetics industry in Pakistan.

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SMITH, GARY L. B.S. in Accounting, San Fernando Valley State College, 1964. MBA candidate, University of Dallas. His business experience includes five years in transportation management and seven years in information systems work.

II. PROBLEM FORMULATION

A. BACKGROUND

The administration of the International Institute of the University of Dallas perceives as a market, for the MBA program in International Management, the student with a foreign language major. It is desired to establish the parameters of this market for enrollment into the International Management Program, to develop a detailed plan for the recruitment of this market.

B. STATEMENT OF SITUATION

Market Research International has been engaged, by the International Institute, for the purpose of ascertaining what market potential can be expected from the students with a foreign language major, particularly from colleges and universities in the Southwest United States. That is, to research if those students working toward a foreign language major are interested in further pursuing an MBA degree in International Management.

III. OBJECTIVES

The objective of this study is to determine the student market of foreign language majors from colleges and universities of the Southwest available for recruitment for an MBA — International Management Program.

METHODOLOGY

The objective of this study will be gained through the use of primary and secondary research. The primary research will consist of a random sample of students with a foreign language major via colleges and universities of the Southwest. The mode of this survey will be a direct mail questionnaire. The secondary research will help prescribe the primary research and compliment where applicable with publications and papers.

The study will advance through seven steps:

1). The secondary research will guide the development of a random sample for the study.

2). The questionnaire will be drafted for distribution to the students.

3). The questionnaire will be pre-tested.

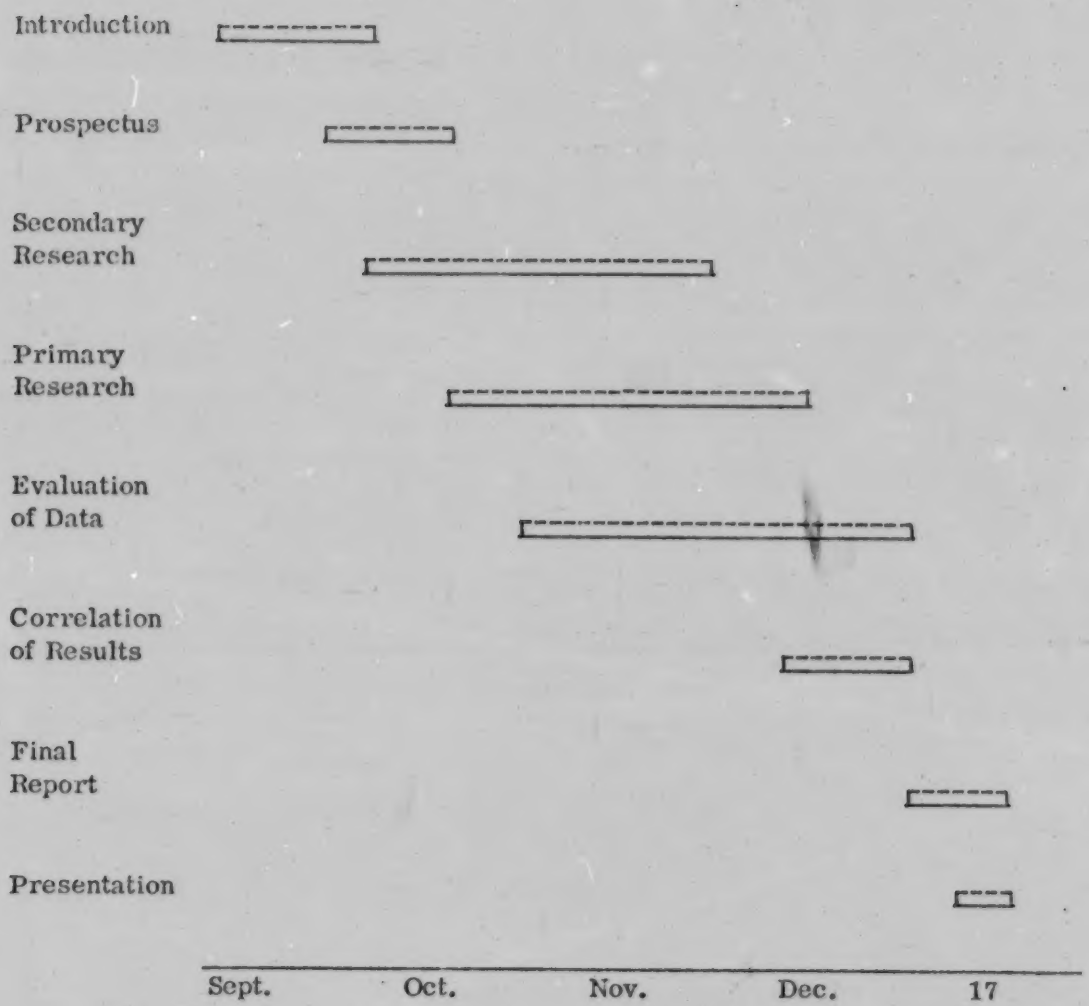
4). The questionnaire will be distributed in the prescribed area.

5). Information from the secondary research will be integrated, where possible, to support study.

6). The information received will be compiled and analyzed through suitable statistical techniques.

7). The results of the study will be summarized and presented to administration of the International Institute, University of Dallas.

TIME SCHEDULE



DEFINITIONS

Administration — Dr. Helmut A. Merklein, Director of International Institute; and Robert G. Lynch, Dean of University of Dallas Graduate School of Management.

Southwest — Within state boundaries of Texas, Oklahoma, Arkansas, and Louisiana.

* Student — An undergraduate student working toward a foreign language major.

Foreign Language — Any language other than English.

Student Market — Any *student interested in an MBA - International Management degree.

COST OF PROJECT

The Administration of International Institute, University of Dallas, agrees to cover costs in conducting a survey of market potential of students with foreign language majors. The cost of the survey will not exceed $250.00. A detailed break-down of costs will be submitted at the completion of the project.

Approved by:

Helmut A. Merklein

Helmut A. Merklein, Ph.D.
Director, International Institute
University of Dallas

PROGRAM ALTERATIONS

Any changes to this contract shall be agreed to in writing by representatives of both International Institute and Market Research International before they become effective.

EXPERIMENT DESIGN

SAMPLE DESIGN

Universe

The universe determined for the study consisted of foreign language majors of colleges and universities of the Southwest. For the purposes of this study, the Southwest was defined as the states of Arkansas, Louisiana, Oklahoma, and Texas.

Survey Technique

A meeting with Dr. H. A. Merklein, Director of the International Institute of the University of Dallas, established the type of information the Institute desired to obtain from the study. Market Research International then determined the most appropriate method of obtaining this information. The main factors which had to be considered were time, cost, type and amount of information required, universe to be surveyed, and minimum number of responses required.

Secondary research was done for several reasons. First, it allowed the researchers to compare data collection techniques with the present study to determine what type method was most

appropriate. Secondly, it allowed researchers to adapt related techniques not only to design, but analysis of results.

After comparison was done as indicated above, several possible techniques were discarded. A telephone survey was eliminated because of distance and response rates, as well as due to the limited and non-uniform information that could be obtained.[1] A personal interview technique was also later eliminated because of the time, cost, and cooperation needed in conducting classroom interviews.

The mailed-distributed questionnaire survey technique was finally chosen as the principle research tool The mailed questionnaire offered several significant advantages. It allowed Market Research International to conduct simultaneous interviews throughout the Southwest. It facilitated receiving more honest answers and helped eliminate the not-quite-true answer that can often occur with the personal interview (Classroom situation).[2] The questions were printed identically throughout, eliminating potential interviewer biases.[3] There was no influence or pressure introduced by interviewers.[4] They could put more thought into their answers in regard to time.

Since the responses were anonymous, respondents were more likely to answer personal or sensitive questions frankly.[5]

Distribution of this questionnaire was somewhat unique. There was difficulty in view of the fact that the foreign language majors of selected colleges and universities were determined as the sample. Chairmen of foreign language departments of the colleges and universities selected were contacted asking for their cooperation. The questionnaires were mailed in adequate amounts to the language department chairmen, who thereby saw that the questionnaires were distributed to the foreign language majors. A follow-up contact was made to expedite return before the cut-off date.

Mailed questionnaires are not the perfect answer. Definite disadvantages do exist and had to be considered and dealt with. The major criticisms are the following. There is normally a low rate of return; 15% tends to be a better-than-expected return for the typical mail survey. The apparent lower cost of survey mailing may prove illusory if large follow-up to low returns is necessary. The absence of an interviewer can cause losses of information about the respondent's environment and the

possibility that questions were misunderstood. Replies may dribble in over a period of several weeks, thus delaying data tabulation.

Market Research International felt that these disadvantages were overcome by adequate planning, secondary research, and the fact that this was not a typical mail survey. The anticipated low return rate was circumvented by the mailing to a larger smaple of the population. This in turn eiliminated additional follow-up costs when the initial return proved statistically adequate. Finally, a two week cut-off date for returns was used. When it was found the sample returned within that date was adequate, data tabulation was begun on those questionnaires.

Selection of Sample Size

One of the first problems concerning the research team was the determination of the sample size to be taken from the universe. In this research, the population was taken as the total number of foreign language majors from colleges and universities with undergraduate foreign language programs in the states of Arkansas, Oklahoma, Louisiana, and Texas.

In the selection of the total sample size, the following statistical formula was used:

$$n = p\,q\,/\,(AE\,/\,Z)^2$$

Where
- n = minimum sample size
- p = probability of a correct answer
- q = probability of an incorrect answer
- AE = allowable error
- Z = critical probability in terms of standard deviation = 1.96

Question No. 1 was selected as a key question for determining the sample size desired. In this example, the probability of a correct answer, p, was chosen = 90% as the questionnaires were to be distributed to the foreign language majors only. However, there was a possibility that some of the questionnaires may creep into the hands of the non-foreign language majors. The allowable error, AE, was agreed upon among the research team to be 5%. This is the maximum deviation allowable of the mean of the sample from the mean of the universe. Setting the error thus, it may be said that the experimenter may be 95% confident that the mean of the sample taken will be within 5% of the mean of the universe.

Substituting these values into the above equation gave the following results:

$$n = (.9)(1 - .9) / (.05/1.96)^2$$

Solving the above formula one gets:

$$n = 139$$ — required sample size

For simplification, it was decided to base this study on a total sample size of 140.

It was imperative that a minimum of 140 respondents would be generated from the total number of questionnaires mailed. Assuming that we could

expect a 25% return of completed questionnaires, the total number of questionnaires to be sent out was computed to be 560.

The second problem confronting the research team was the selection of the sample size for each of the four states. The total number of colleges and universities was found to be 107. There were 71 colleges and universities in Texas. Computing the share of Texas in the universe resulted in a figure of 67%. Similar computations for Louisiana, Arkansas, and Oklahoma resulted in the figures of 10%, 11%, and 12%, respectively.

It was calculated that Texas would require a minimum sample size of 94, Louisiana 14, Arkansas 15, and Oklahoma 17.

Accordingly, the names of the chairmen of the language departments were obtained. Each foreign language department chairman was contacted by telephone to determine the approximate number of questionnaires to be sent to him. Based on the above information, it was determined that 13 colleges and universities would compose the target population and would satisfy the scope of the study.

The actual return at the end of the cut-off date was 249 questionnaires. This can be interpreted the following way.

$$z = \frac{\Delta E}{\sqrt{\frac{pq}{n}}}$$

$$z = \frac{0.05}{\sqrt{\frac{.09}{249}}}$$

$$z = 2.63$$

Level of confidence = 99.14%

This means that the researchers may be 99.14% confident, instead of 95% that their results are within the allowable error range of 0.05.

The total returns of 249 questionnaires represented an actual return rate of 42.2% which was, in fact, much higher than the expected return. The good results, and increased confidence level are thus attributable to the additional precautionary mailing and thus more than justify it. Finally, it may be said that with the results obtained, the researchers may be 99.14% confident that their results are within the five percent allowable error. It can thus be said that the sample size return of 249 questionnaires is more than adequate.

QUESTIONNAIRE DESIGN

A mail questionnaire was designed to elicit the information desired in the foreign language major study. The questions included were derived from the individual elements of "career perceptions" listed in the definitions contained in the proposal. It was endeavored in designing the questionnaire to strike the best possible compromise between maximum information and simplicity.

It was deemed necessary not to mention the role of the University of Dallas as a sponsor of the study to prevent any bias in responses which might have otherwise resulted. For this reason, no reference was made to the University of Dallas.

The questionnaire was pretested through a series of versions to eliminate problem areas which might cause confusion or introduce bias into the data. The pretest was conducted by handing a questionnaire to a foreign language major who was asked to fill it out immediately. After the questionnaire was completed, each foreign language major was interviewed to obtain his impression and interpretation of each question.

The questionnaire was printed on both sides of a single sheet of high grade paper. A light yellow was selected to enhance the response rate. The single sheet was folded so that it opened in book fashion presenting four "pages." A questionnaire specimen is included in the appendix to this report.

RESULTS

RESULTS

This section of the report presents the results and analyses of the survey. The procedure followed in analysis of each question consists of presenting the results in tabular form, statistical analysis of these data and a graphical representation of the results.

The survey was highly successful. This conclusion is supported by the return of 249 questionnaires out of 590 foreign language majors surveyed for a percentage return of 42.2%.

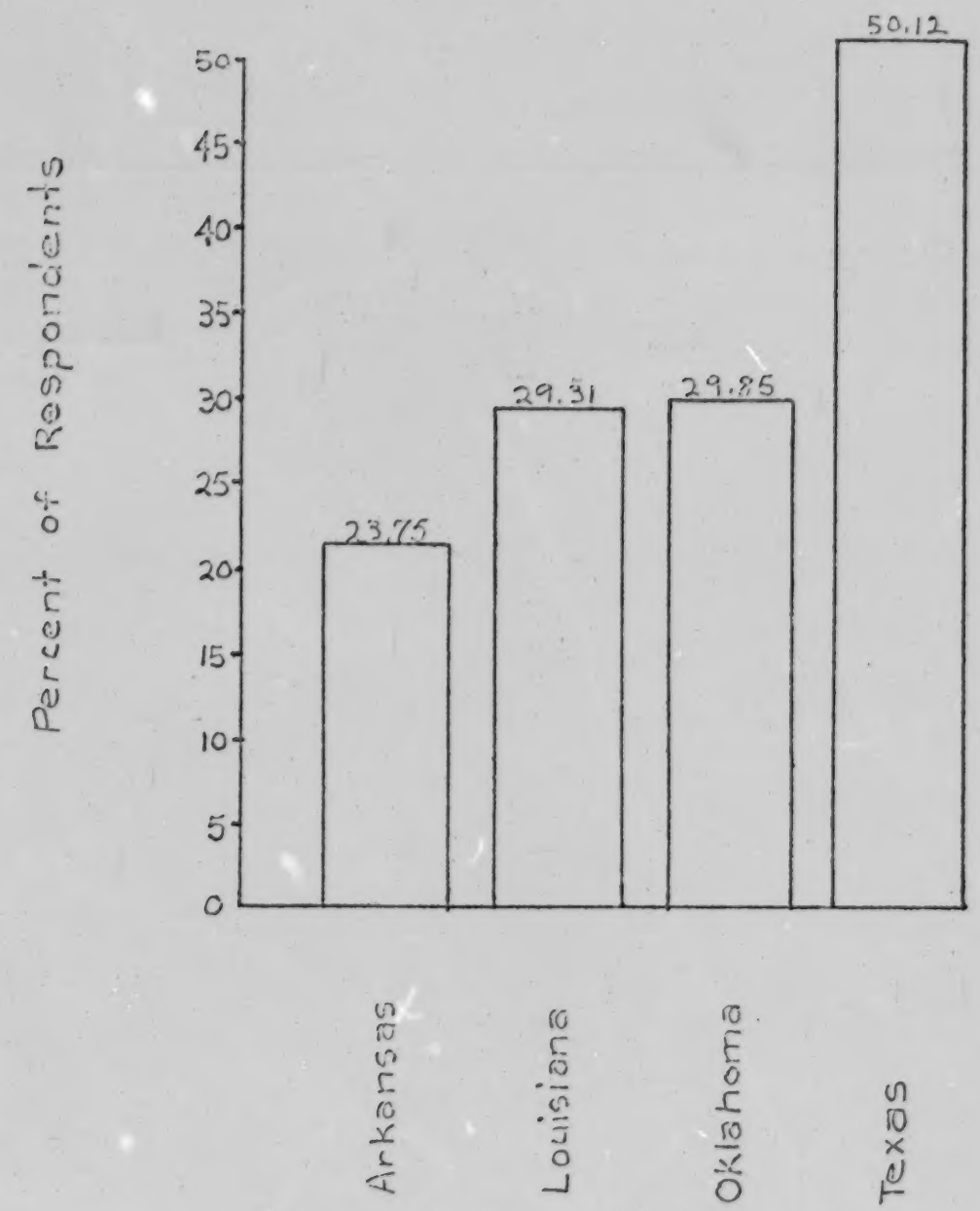
The numbers of questionnaires sent to each state and the respective numbers returned are shown in Table V. Texas had the highest rate of returns with 50.12% while Arkansas had the lowest with 23.75% of the four states surveyed. These results are presented graphically in Figure 1.

Of the total number of questionnaires mailed, 249 were received by the cut-off date and are, therefore, included in these analyses. Subsequent to the cut-off date nineteen additional questionnaires have been received which have not been included in these analyses. This total number of responses (268) bring the overall returns of the questionnaires to 45.42%.

STATE	SENT	RETURN	% RETURN
Arkansas	80	19	23.75
Louisiana	58	17	29.31
Oklahoma	67	20	29.85
Texas	385	193	50.12
	590	249	42.2

Figure 1

Questionnairs Returned By State



I.

Question No. 1

Are you a foreign language major?

This question was used as a qualifier to answer succeeding questions. Those persons answering no were not included in any further calculations. Tabulation of the results indicates that 95% of the respondents were foreign language majors. This makes our sample size determination valid, as we assumed 95% of the respondents would be foreign language majors.

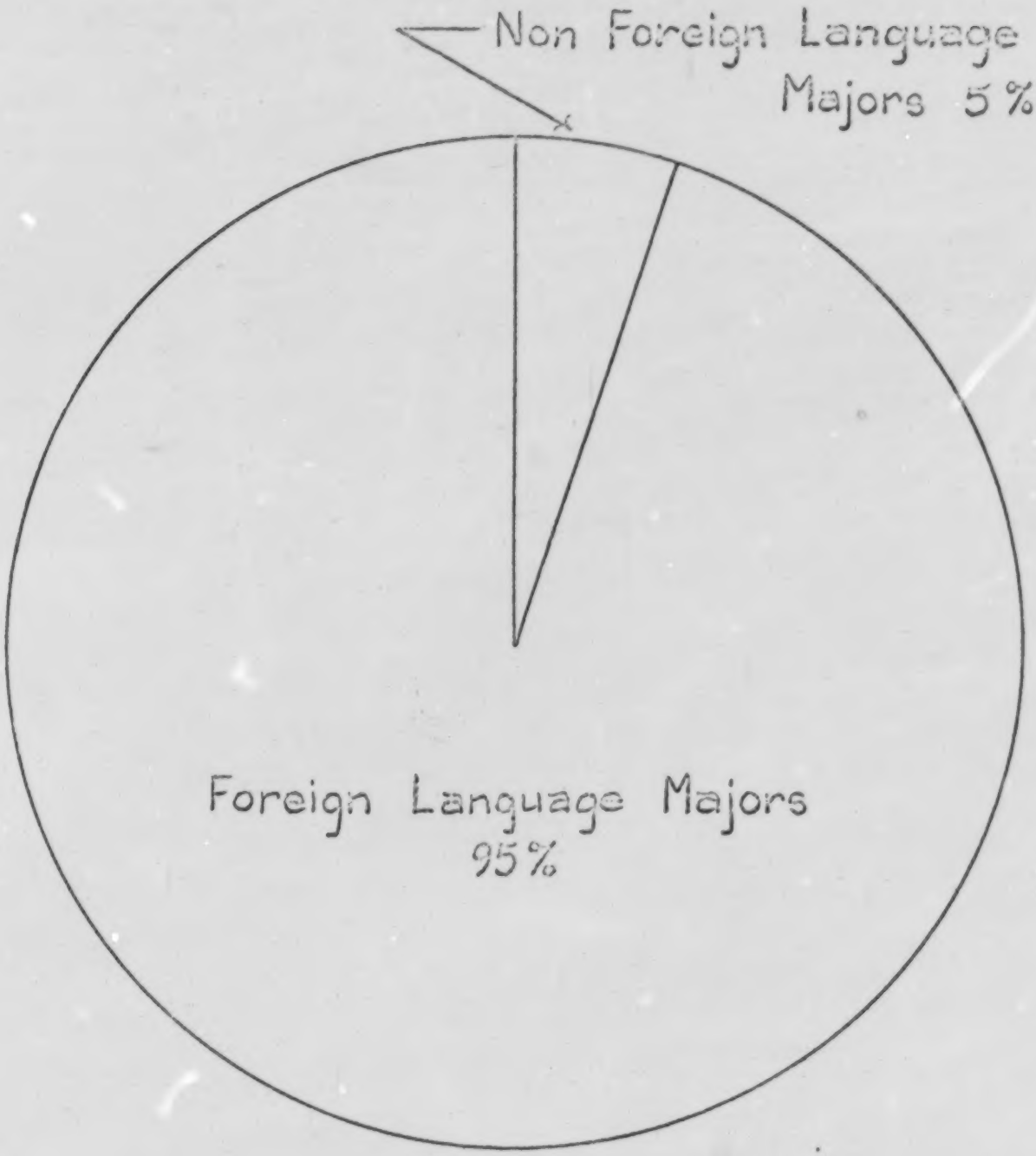
TABLE 1

Foreign Language Majors By Sex

	Male	%	Female	%	Total	%
Yes	51	94	186	95	237	95
No	3	6	9	5	12	5
	54	100	195	100	249	100

Figure 2

Foreign Language Majors Versus Non Majors



Results from Question 1

Sec I

I.

Question No. 2

This questionnaire is being completed by:

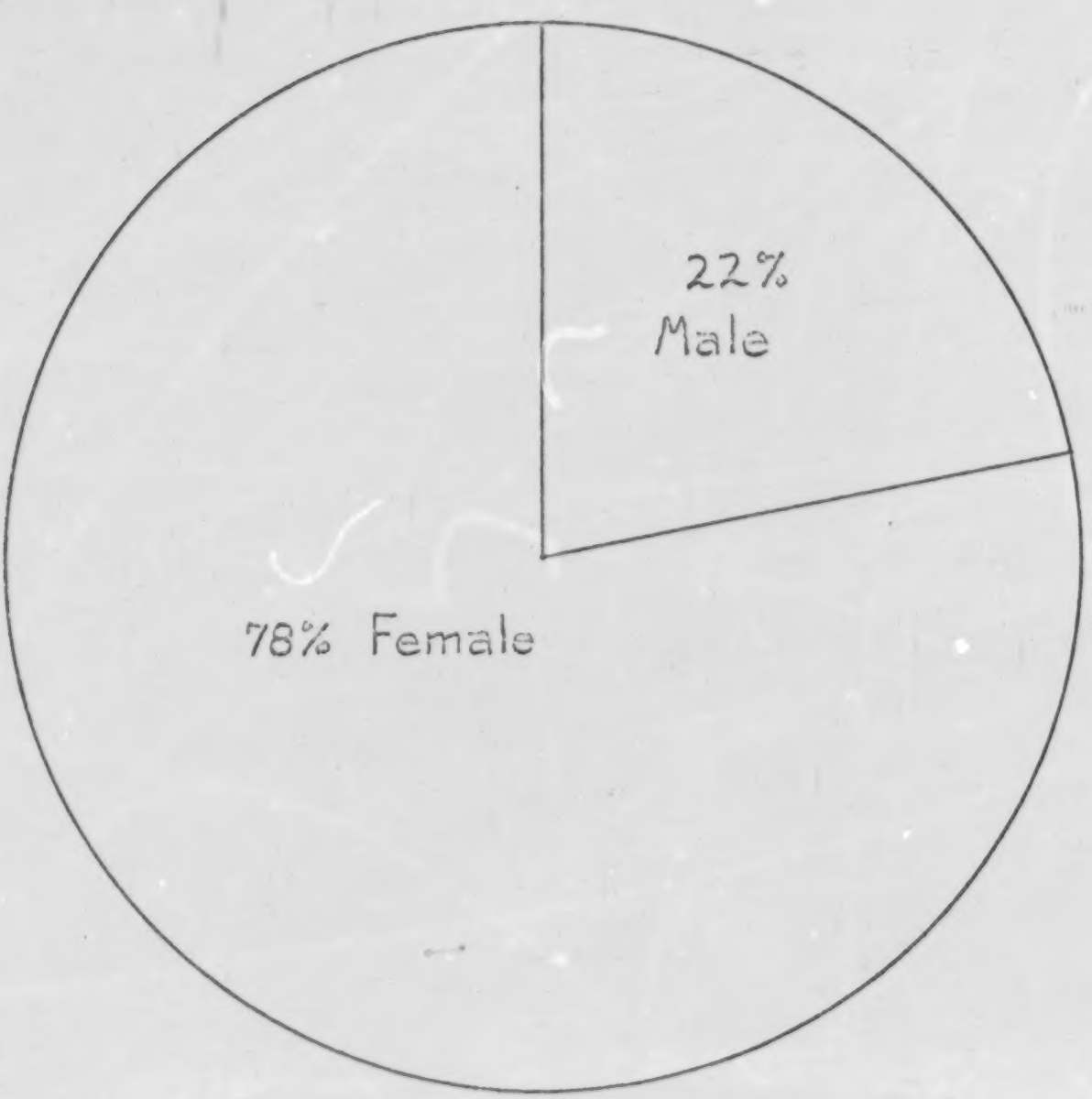
Male ☐ Female ☐

The purpose of this question was to classify the respondents by male and female. This enabled us to classify separately the respondent's career perception.

Of the respondents, 51 or 22% were male and 186 or 78% were female. These results clearly indicate the predominance of female students pursuing foreign language studies at the undergraduate level. This factor should warrant considerable attention when developing a market plan to encourage interest and subsequent enrollment in an MBA — International Management Program.

Figure 3

Response Of Foreign Language Majors By Sex



Results from Question 2
Sec. I

I.

Question No. 3

This questionnaire is being completed by:

Freshman	☐	Junior	☐
Sophomore	☐	Senior	☐

This question provides a basis for ascertaining career perception at different levels of academic progress.

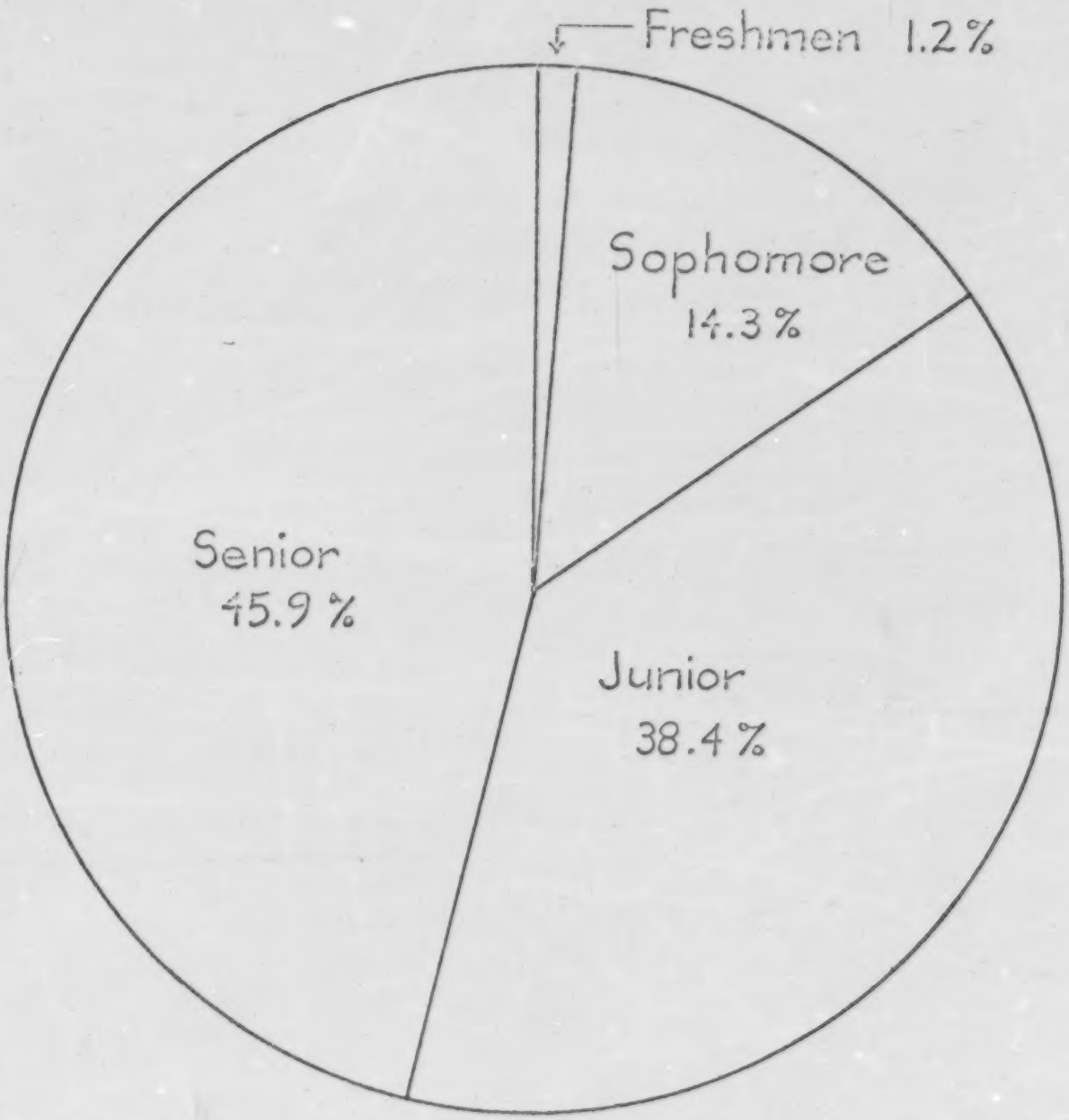
The results of this question are summarized below:

TABLE II

	Respondents By Classification		
	Male	Female	Total
Freshman	1	2	3
Sophomore	7	27	34
Junior	16	75	91
Senior	27	82	109
	51	186	237

Figure 4

Academic Classification



Results from Question 3
Sec. I

I.

Question No. 4

Was career objective an important factor in your decision to pursue a foreign language major?

This question was included to determine to what extent the foreign language major considered career objective in his selection of college major.

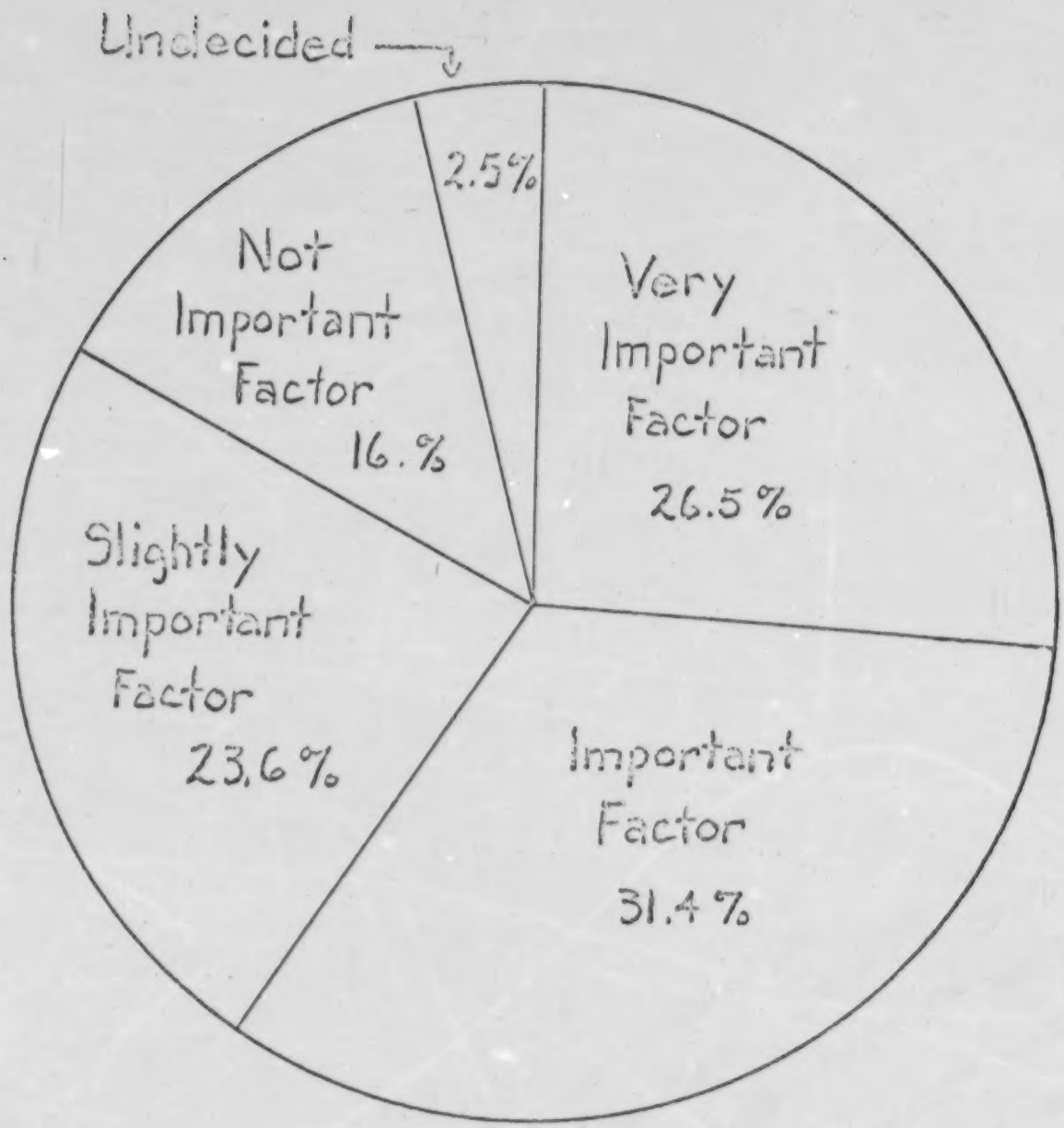
TABLE III

	Male	%	Female	%	Total	%
Career was a very important factor	16	31.4	47	25.0	63	26.5
Career was an important factor	17	33.3	57	30.4	74	31.2
Career was a slightly important factor	9	17.6	47	25.1	56	23.6
Career was not an important factor	8	15.7	30	16.0	38	16.0
Undecided	1	2.0	5	2.5	6	2.5
	51	100.0	187	100.0	237	100.0

Of the respondents, 81.3% (82.3% of the males and 80.5% of the females) indicated they placed some degree of importance on career objective when they chose a foreign language major.

Figure 5

Career Importance



Results from Question 4

Sec. I

I.

Question No. 5

List in the order of your preference what you would like to do if you were to receive a Bachelor's degree in foreign languages today.

The objective of this question was to ascertain what the student would like to do if the present academic goal had just been achieved.

TABLE IV
Total Response By Category

Assigned weights	6	5	4	3	2	1		
Preference	First	Second	Third	Fourth	Fifth	Other	Total	Total Weight
Category								
Graduate studies-foreign language	64	48	54	37	26	8	237	1,012
Graduate studies-another field	32	24	37	38	58	48	237	728
Government	38	61	55	42	28	13	237	948
Teach	59	58	34	37	30	25	237	970
Business	31	48	34	48	51	118	237	832
Other	37	14	19	24	25		237	571

Responses were weighted to correspond to the preference rank given by the respondent (i.e., First = 6, Second = 5, etc.).

The results indicate that the respondents would, in order of preference, like to pursue the following:

1). Graduate studies - foreign languages

2). Teach

3). Government

4). Business

5). Graduate studies - another field

6). Other - Airline hostess, Travel agency, Social work, etc.

TABLE V
Response by Male and Female

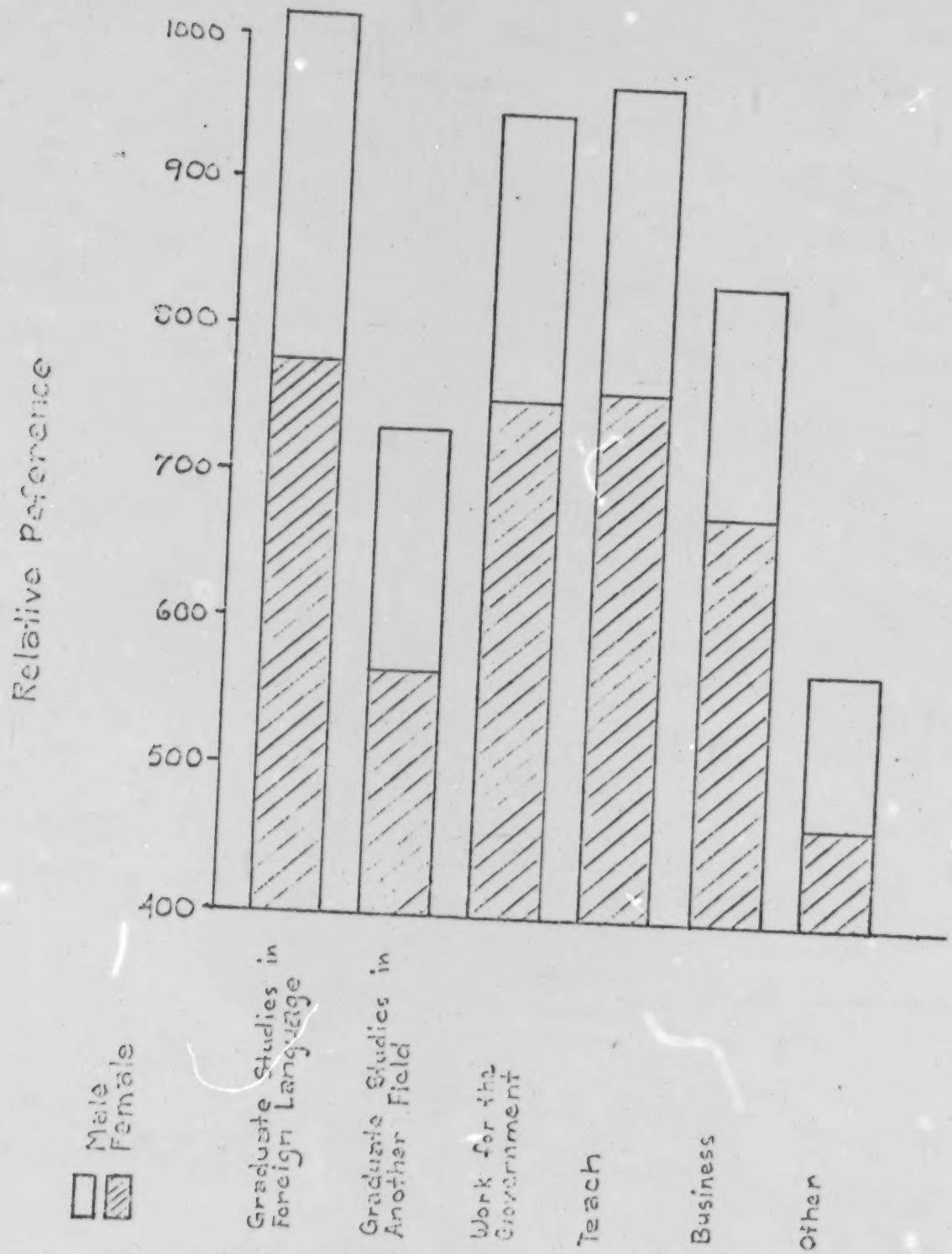
Category	First		Second		Third		Fourth		Fifth		Other		Total Weight	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F
Graduate studies-foreign language	13	51	18	31	10	43	10	27		26		8	238	774
Graduate studies-other field	10	22	5	19	8	29	6	32	11	47	7	31	164	564
Government	7	31	11	50	14	41	7	35	7	21	5	7	193	754
Teach	11	48	13	45	9	25	8	29	9	21	1	18	210	760
Business	5	26	5	43	8	26	11	37	13	38	9	15	155	677
Other	7	30	1	13	2	17	7	17	5	20	20	61	106	465

Category	Rank	
	Male	Female
Graduate studies-foreign language	1	1
Graduate studies-other field	4	5
Government	3	3
Teach	2	2
Business	5	4
Other	6	6

The results of this comparison appear to indicate that female respondents assign a higher preference to business than do the male respondents.

Figure 6

Ranked Preference By Male and Female



RESULTS DERIVED FROM QUESTION 5
SECTION I

I.

Question No. 6

What do you perceive your chances to be for admission or employment in the following categories with a Bachelor's degree in foreign languages?

This question, correlated with the preceding question, provides some insight into the difference perceived by the respondents between what they would like to do and what objectively they think their chances actually are for admission to each of the stated categories.

TABLE VI

Category	6 First	5 Second	4 Third	3 Fourth	2 Fifth	1 Other	Weighted Total	Weighted M	Weighted F
Graduate studies-foreign language	115	77	34	7	1	3	1,237	275	962
Graduate studies-other field	45	84	72	13	6	17	1,046	229	817
Government	29	101	74	21	4	8	1,054	224	810
Teach	74	83	46	18	9	7	1,122	205	917
Business	23	71	95	31	10	7	993	236	757
Other	32	22	25	6	1	151	573	98	475

TABLE VII

Rankings Based On The Weighted Totals

	All			Male		Female	
	Like	Probable	Actual*	Like	Probable	Like	Probable
Category							
Graduate studies-foreign language	1	1	2	1	1	1	1
Graduate studies-other field	5	4	4	4	3	5	3
Government	3	3	5	3	4	3	4
Teach	2	2	1	2	5	2	2
Business	4	5	3	5	2	4	5
Other	6	6	6	6	6	6	6

* Reported in the Bulletin of Association of Departments of Foreign Languages (ADFL), September, 1973, based on a survey of 98 foreign language departments reporting on job placements of their graduates for the last five years.[6]

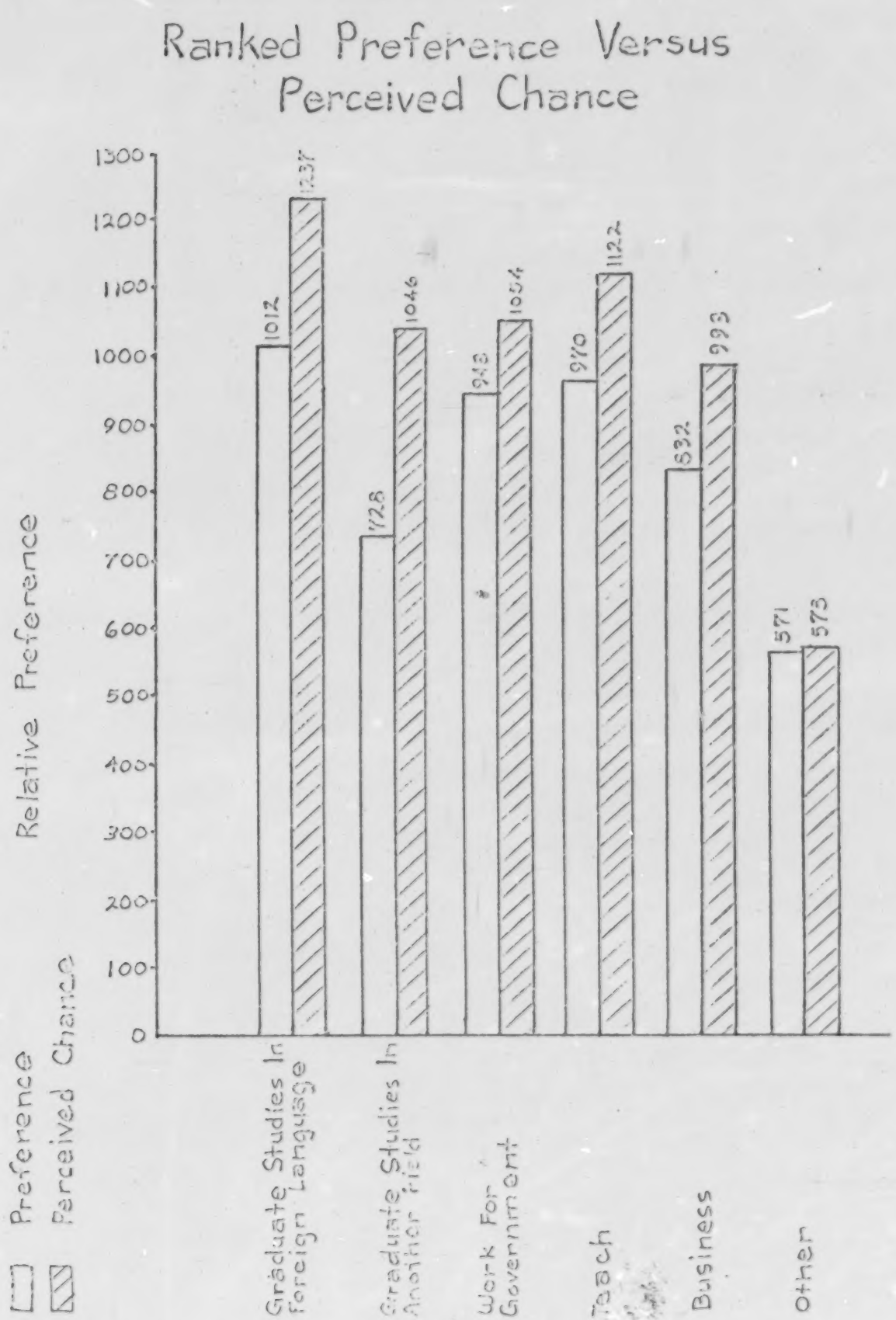
Significant Results

Results of the rankings and comparison of 'like to do' versus 'perceived chance to do' (probable) tend to show that total respondents rank business one level higher for 'like to do' than 'perceived chance to do'. This difference is attributed to the female majority, who as a group tend to perceive their chances of entering the business community with a foreign language

background to be less than some other career field. Yet, their interest level appears to be higher than what they believe their chances to be. Actual represents job placement ranking as reported by ADFI..

Male respondents have indicated they perceive their chances to be fairly good for entering business, but appear to prefer teaching, government or graduate study.

Figure 7



RESULTS DERIVED FROM QUESTION 5 AND 6

I.

Question No. 7

What in your opinion is the annual starting salary of a recent graduate with a Bachelor's degree in foreign languages ?

This question was included to determine if the respondents had an awareness of what their present career objective was worth in terms of starting salaries.

TABLE VIII

Recent Starting Salary	Male	%	Female	%	Total	%
$ 6,001 - $ 7,000	15	29.4	67	36.0	82	34.5
$ 7,001 - $ 8,000	16	31.4	63	33.8	79	33.4
$ 8,001 - $ 9,000	7	13.7	35	18.8	42	17.8
$ 9,001 - $10,000	8	15.7	12	6.5	20	8.4
$10,001 - $11,000	0	0	2	1.1	2	.8
No response	5	9.8	7	3.8	12	3.1
	51		186	100.0	237	100.0

Of the respondents, 85.7% indicated they thought the annual starting salary of a person with a Bachelor's degree in foreign languages to be between $6,000 - $9,000. The American Society for Personnel Administration reported the beginning annual salary to be $8,640.[7]

I.

Question No. 8

What in your opinion would be the difference in annual starting salary between a Bachelor's and a Master's degree in foreign language?

This question has as its objective to determine the respondent's awareness of the difference in starting salaries at the graduate and undergraduate levels in his career field.

Table IX
Starting Salary Differences

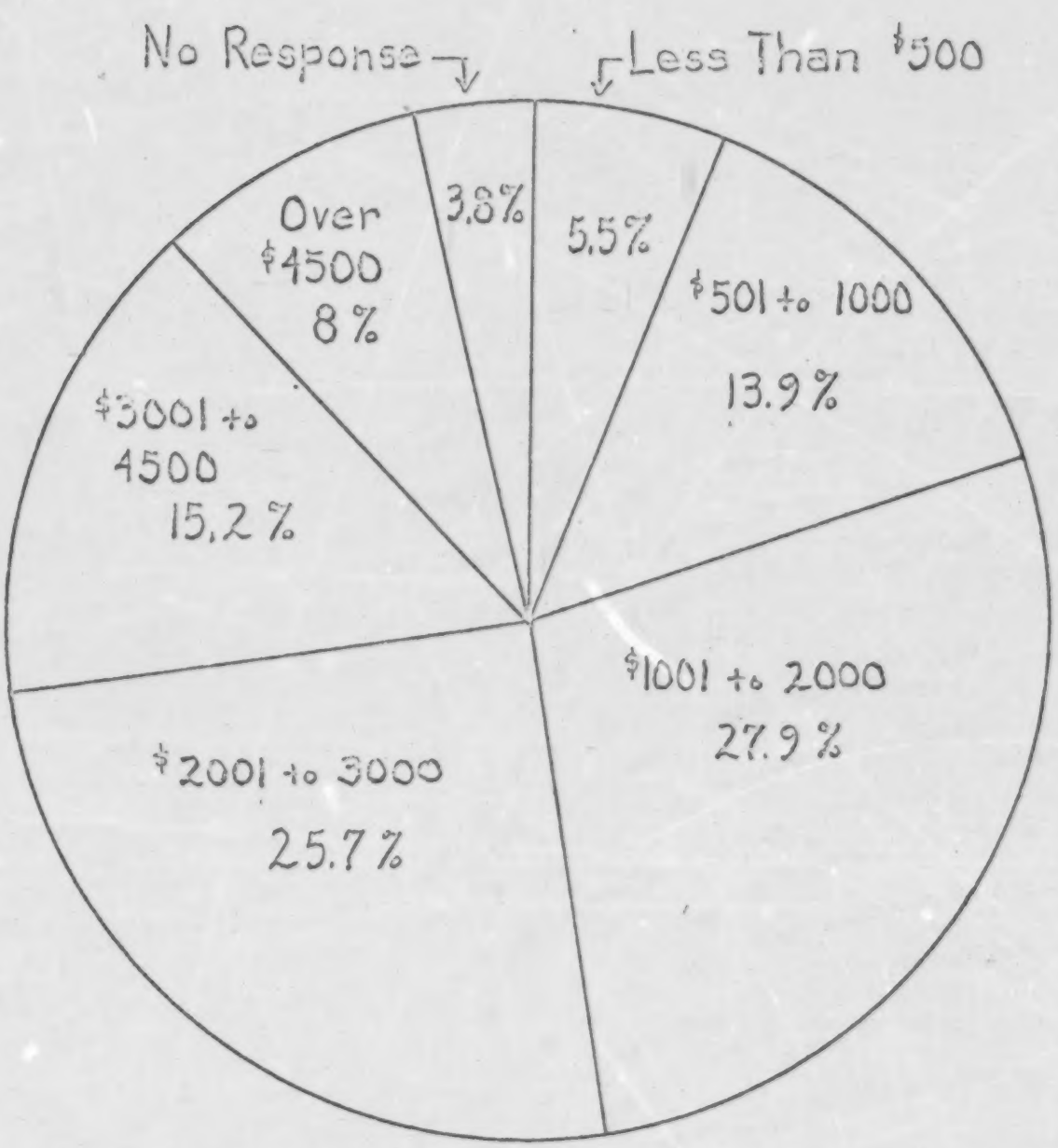
	Male	%	Female	%	Total	%
Less than $501	1	2.0	23	12.4	24	10.1
$501-1,000	13	25.4	42	22.6	55	23.2
$1,001-2,000	20	39.2	63	33.9	83	35.0
$2,001-3,000	11	21.6	41	22.0	52	21.9
$3,001-4,000	3	5.9	8	4.3	11	4.6
Over $4,500	1	2.0	2	1.0	3	1.3
No response	2	3.9	7	3.8	9	3.9
	51	100.0	186	100.0	237	100.0

Of the respondents, 90.2% indicated the difference to be between 0 and $3,000. The difference as reported by the American Society for Personal Administration[7] is $3,900. It should be mentioned that 21,587 Bachelor's

and 5,175 Master's degree of foreign languages and literature were conferred in 1970[8] which indicates only about 24% of the students achieve the Master's degree and the higher salary it commands.

Figure 8

Perceived Salary With MBA



Results Derived from Question 83
Sec II

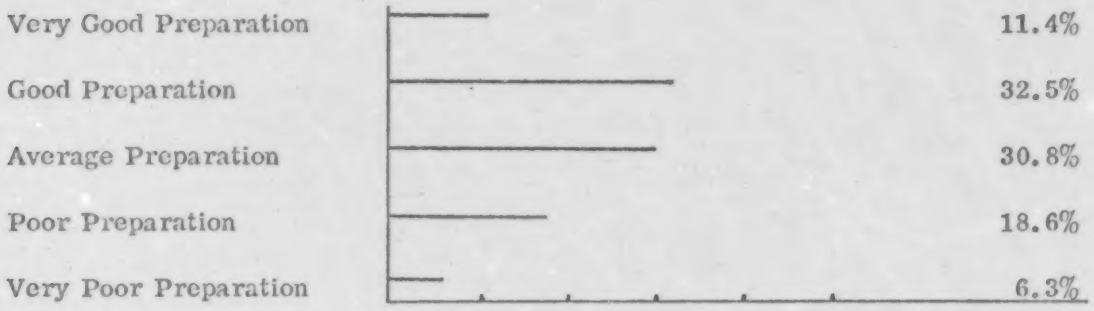
I.

Question No. 9

Do you believe that your foreign language curriculum prepares you for a professional career outside of teaching?

Question 9 asked the respondent to rate their foreign language curriculum as to the degree that it prepares them for a professional career outside of teaching. The results showed that 74.7% of the respondents rated their foreign language curriculum as being adequate preparation for a professional career outside of teaching.

The results are:



II.

Question No. 1

If a formal academic program were available that would allow you to receive an MBA degree in international management following a Bachelor's degree in foreign languages, would you be interested in pursuing such a program ?

This question is highly significant as it indicates the amount of interest attached to the MBA international program. The following table shows the interest indicated by male and female.

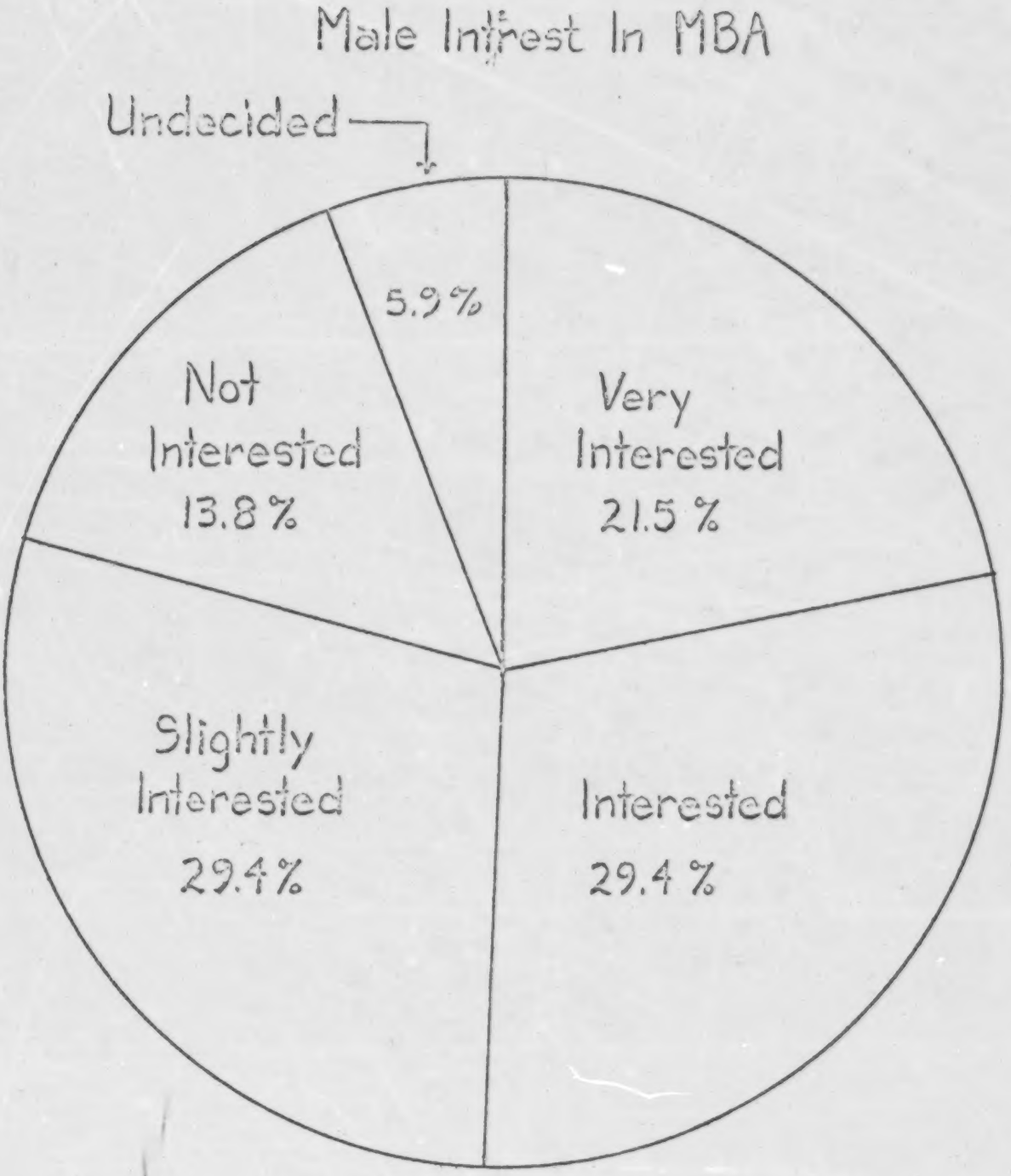
TABLE X

Interest In MBA By Male And Female

	Male	%	Female	%	Total	%
Very interested	11	21.5	57	30.1	68	28.7
Interested	15	29.4	43	23.2	58	24.4
Slightly interested	15	29.4	37	19.8	52	22.0
Not interested	7	13.8	37	19.8	44	18.6
Undecided	3	5.9	12	6.5	15	6.3
	51	100%	186	100%	237	100%

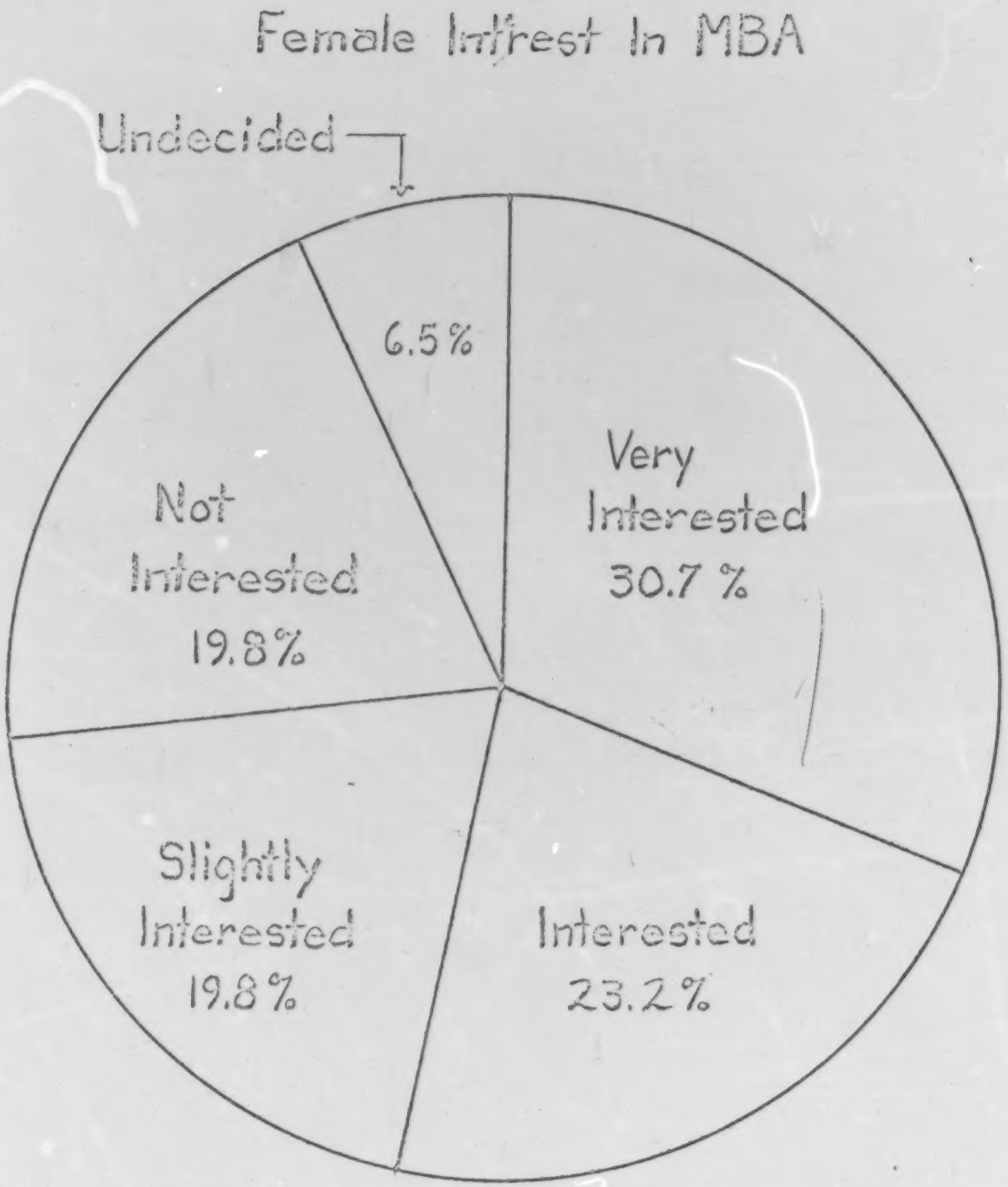
A total of 75.1% of respondents showed some interest in pursuing an MBA international management degree.

Figure 9



Results derived from Question 1
Sec. II

Figure 10



Results derived from Question 1

Sec. II

II.

Question No. 2

As a full-time student, how long do you think it would take to complete an MBA Program in International Management if you had no business courses in your undergraduate curriculum?

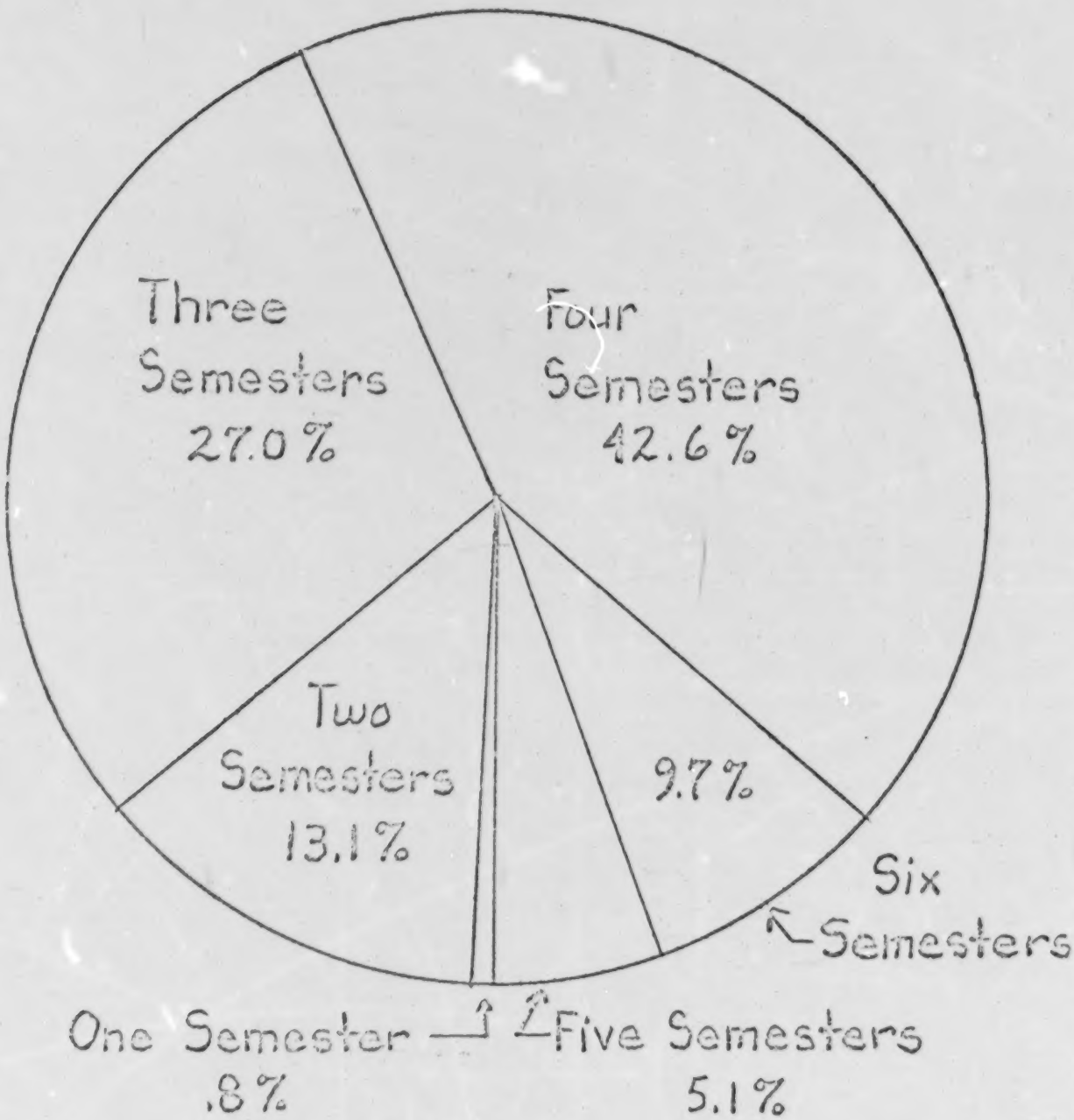
Question 2 asked the respondents to define (in semesters) the amount of time required to complete an MBA Program. This question was asked to determine if the respondent had a realistic view of the time required to complete an MBA Program. The results are:

Table XI
Perceived MBA Program Duration

	Male	%	Female	%	Total	%
One semester	0	0	2	1.1	2	.8
Two semesters	7	13.7	24	13.0	31	13.1
Three semesters	17	33.3	47	25.3	64	27.0
Four semesters	21	41.2	80	43.0	101	42.6
Five semesters	3	5.9	9	4.8	12	5.1
Six semesters	3	5.9	20	10.6	23	9.7
No responses	—		4	2.2	4	1.7
	51	100.0	186	100.0	237	100.0

Figure 11

Perceived MBA Program Duration



Results Derived from Question 2
Sec. II

II.

Question No. 3

In terms of tuition fees and books (i.e., excluding room and board), how much do you believe it would cost you to obtain an MBA if you had no previous exposure to business courses?

This question is significant in two ways. It first offers the student's perception of cost of the State and the Private School in pursuit of an MBA. Secondly, it offers a comparison of the State and Private School's cost as the students perceive it.

Table XII
Cost of
Resident Student in a
State School

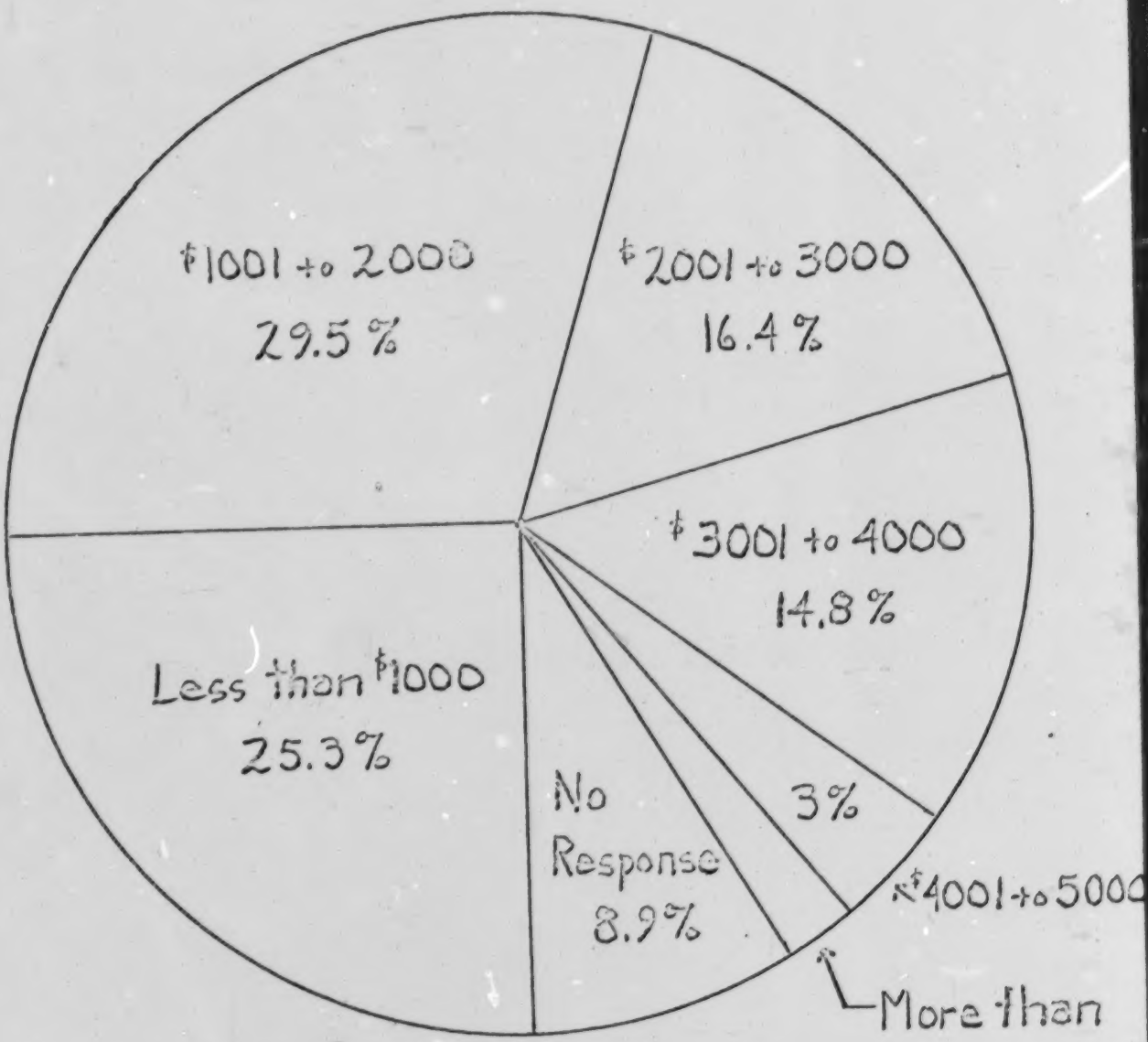
Total Cost of MBA	Male	%	Female	%	Total	%
$ 0-1,000	13	25.4	47	25.3	60	25.3
$1,001-2,000	19	37.2	51	27.4	70	29.5
$2,001-3,000	8	15.7	31	16.7	39	16.4
$3,001-4,000	4	7.8	31	16.7	35	14.8
$4,001-5,000	2	3.9	5	2.7	7	3.0
More than $5,000	1	2.2	4	2.2	5	2.1
No Response	4	7.8	17	9.0	21	8.9
	51	100.0	186	100.0	237	100.0

Table XIII
Cost of
Resident Student in a
Private School

Total Cost of MBA	Male	%	Female	%	Total	%
$ 0-1,000	1	2.0	11	5.8	12	5.1
$1,001-2,000	4	7.8	13	7.4	17	7.2
$2,001-3,000	12	23.5	25	13.8	37	15.6
$3,001-4,000	12	23.5	35	18.8	47	19.8
$4,001-5,000	5	9.8	36	19.4	41	17.3
More than $5,001	10	19.6	42	22.6	52	21.9
No Responses	7	13.8	24	12.9	31	13.1
	51	100.0	186	100.0	237	100.0

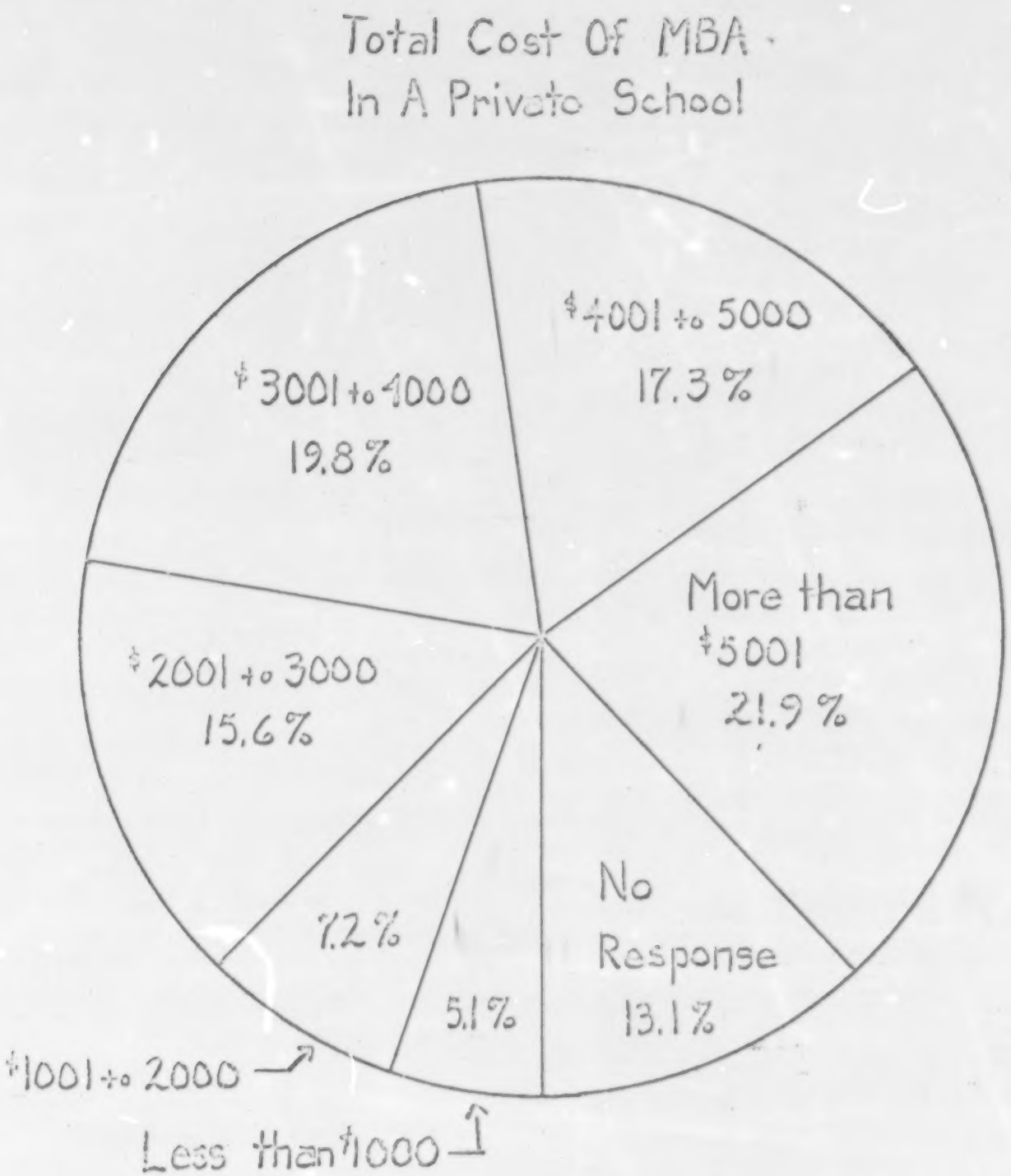
Figure 12

Total Cost Of MBA In A State School



Results from Question 3
Sec. II

Figure 13



Results from Question 3

Sec. II

II.

Question No. 4

If you had the opportunity to enter an MBA Program, which class schedule would you prefer?

This question has as its objective the comparison between what the respondents prefer and what is offered at the University of Dallas.

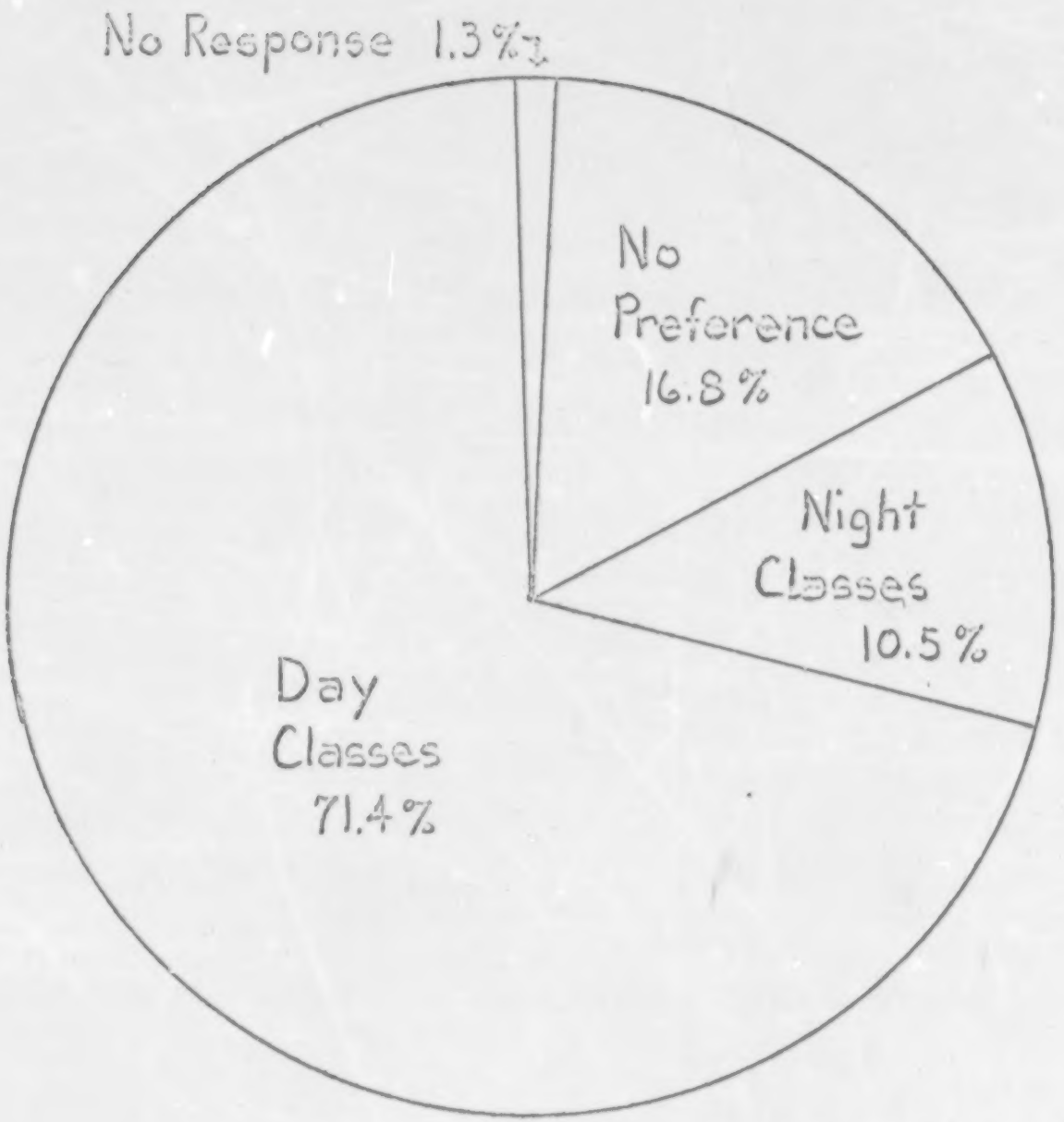
Table XIV
Class Schedules

	Male	%	Female	%	Total	%
Day Classes	38	74.5	131	70.4	169	71.4
Night Classes	5	9.8	20	10.7	25	10.5
No Preference	8	15.7	32	17.2	40	16.8
No Response	0		3	1.7	3	1.3
	51	100.0	186	100.0	237	100.0

Results from this question clearly show that the vast majority of the respondents prefer day classes. In part, this can probably be attributed to their present academic class schedule. Based on a 1970 Department of Health, Education, and Welfare[9] report, 53,176 of a total 87,487 or 61% of all graduate business school students attend night classes.

Figure 14

Preference for Class Schedule



Results from Question 4

Sec. II

II.

Question No. 5

Would the availability of financial assistance be an important factor in your decision to pursue a Master's degree in International Management?

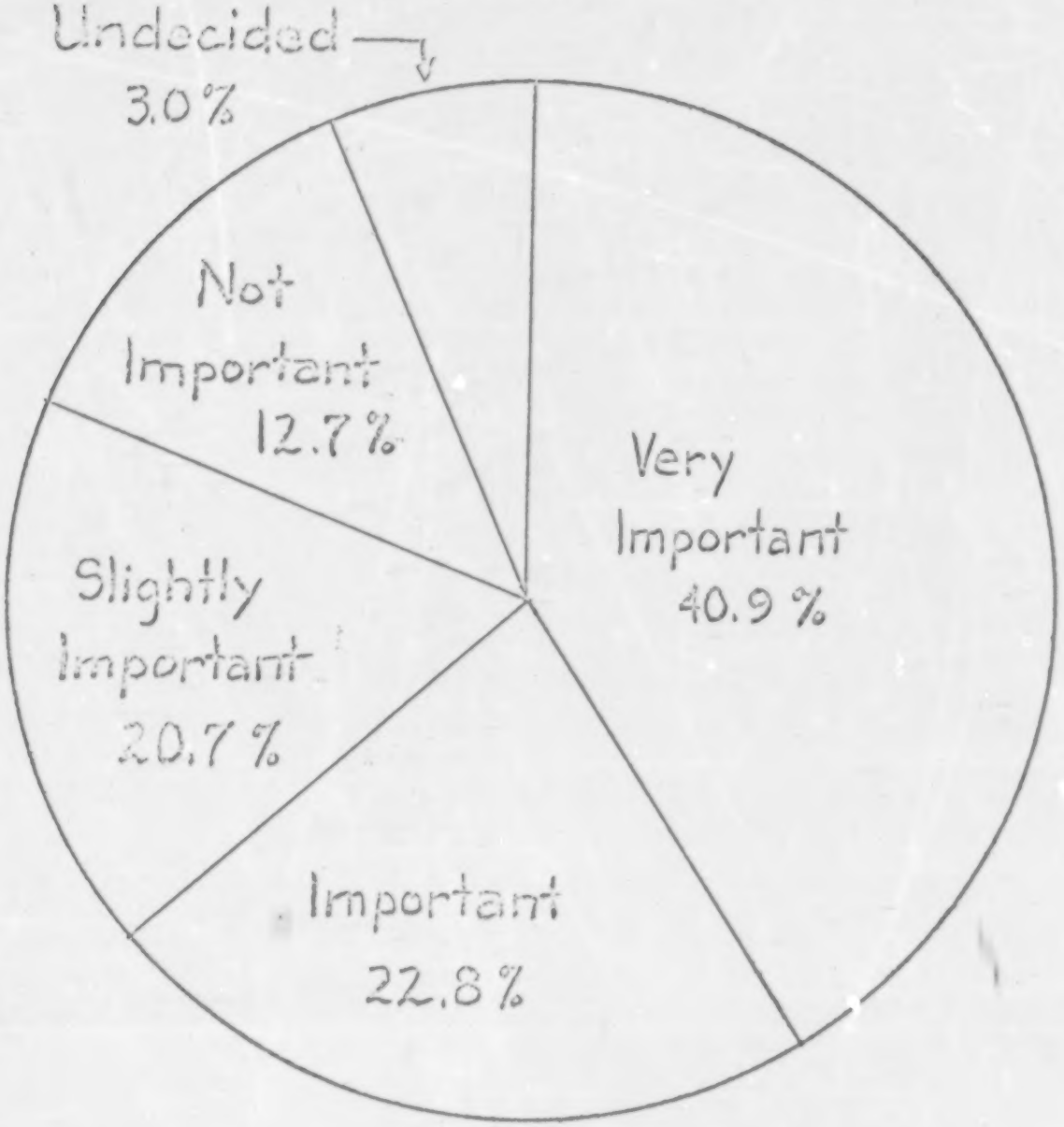
This question was included in order to determine to what extent there is an expected need of financial assistance. This information should help the Institute in determining the extent of financial assistance needed in developing the program and in determining the actual student market feasible for recruitment.

Table XV
Importance of Financial Assistance

	Male	%	Female	%	Total	%
Very important	27	11.4	70	28.7	97	40.9
Important	6	2.5	48	20.3	54	22.8
Slightly important	11	4.6	38	16.0	49	20.7
Not important	6	2.5	24	10.1	30	12.7
Undecided	1	.4	6	2.1	7	3.0
No response	—	—	—	1.3	—	—
	51	100.0	186	100.0	237	100.0

Figure 15

Importance Of Financial Assistance



Results Derived from Question 5
Sec. II

II.

Question No. 6

Please indicate your perception as to the availability of financial assistance for the pursuit of an MBA degree?

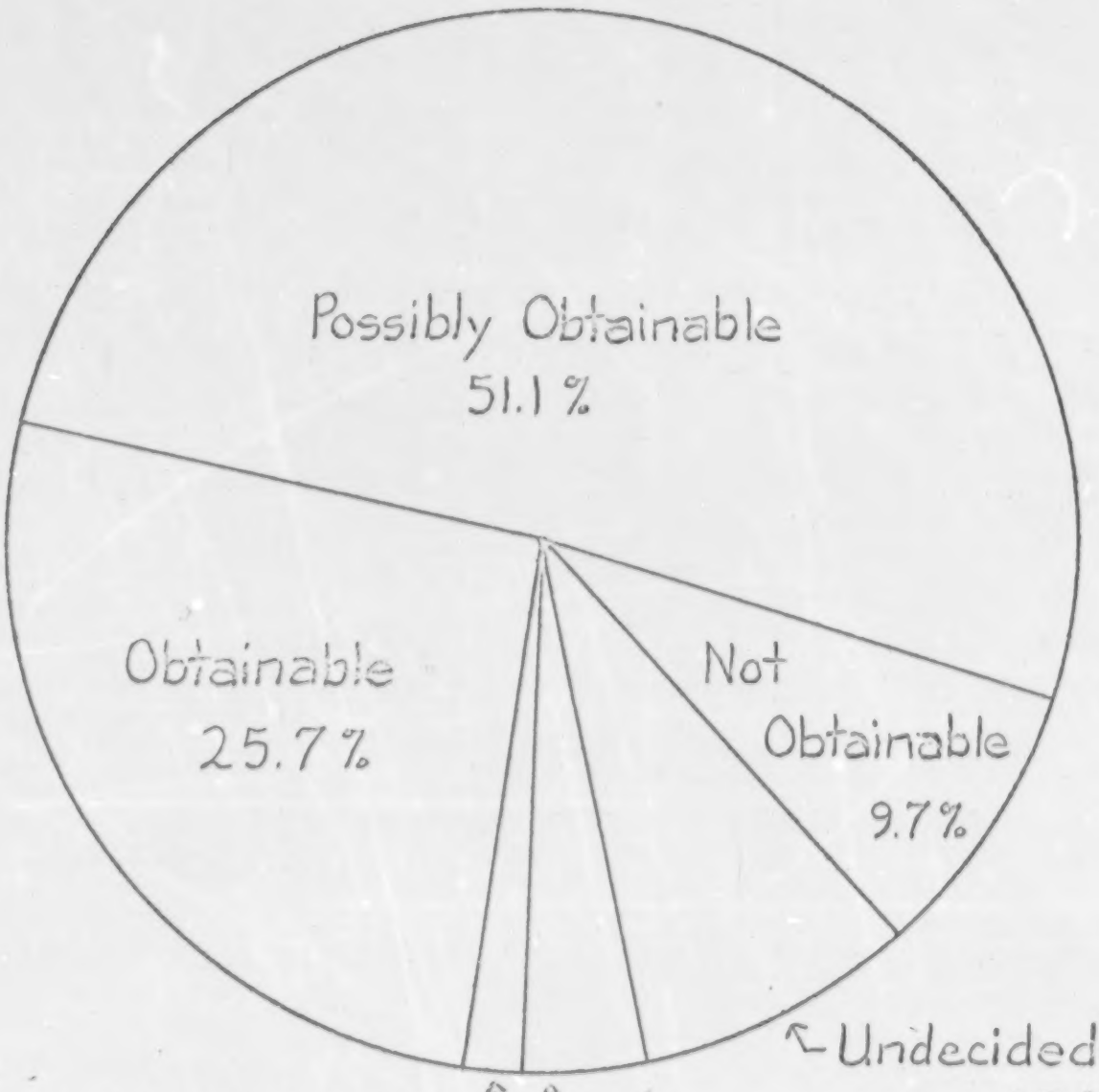
This question is also helpful in determining the terms of financial assistance. Following the determination of how important financial assistance is, this offers a picture of the student perception of how obtainable this aid is and generally his chances of receiving this aid.

Table XVI
Availability of Financial Assistance

	Male	%	Female	%	Total	%
Easily Obtainable	1	2.0	2	1.0	3	1.3
Obtainable	14	27.5	47	25.5	61	25.7
Possibly Obtainable	25	49.0	96	51.6	121	51.1
Not Obtainable	6	11.7	17	9.2	23	9.7
Undecided	4	7.8	18	9.7	22	9.3
No response	1	2.0	6	3.2	7	2.9
	51	100.0	186	100.0	237	100.0

Figure 16

Availability Of Financial Assistance



Results Derived from Question 6

Sec. II

II.

Question No. 7

What in your opinion would be the increase in annual starting salary if you were to acquire an MBA degree in international management, following your Bachelor's degree in foreign languages ?

This question was included in regard to the belief that most students do not realize the difference in starting salaries between a Bachelor's degree and an MBA degree. The present difference is approximately $4,600.

TABLE XVII

Perceived Salary With MBA

	Male	%	Female	%	Total	%
Less than $ 500	2	4.0	11	5.9	13	5.5
$ 501 - $1,000	5	9.8	28	15.1	33	13.9
$1,001 - $2,000	14	27.5	52	27.9	66	27.9
$2,001 - $3,000	18	35.3	43	23.1	61	25.7
$3,001 - $4,500	8	15.7	28	15.1	36	15.2
Over $4,500	3	5.8	16	8.6	19	8.0
/	1	2.0	8	4.3	9	3.8
	51	100%	186	100%	237	100%

II.

Question No. 8

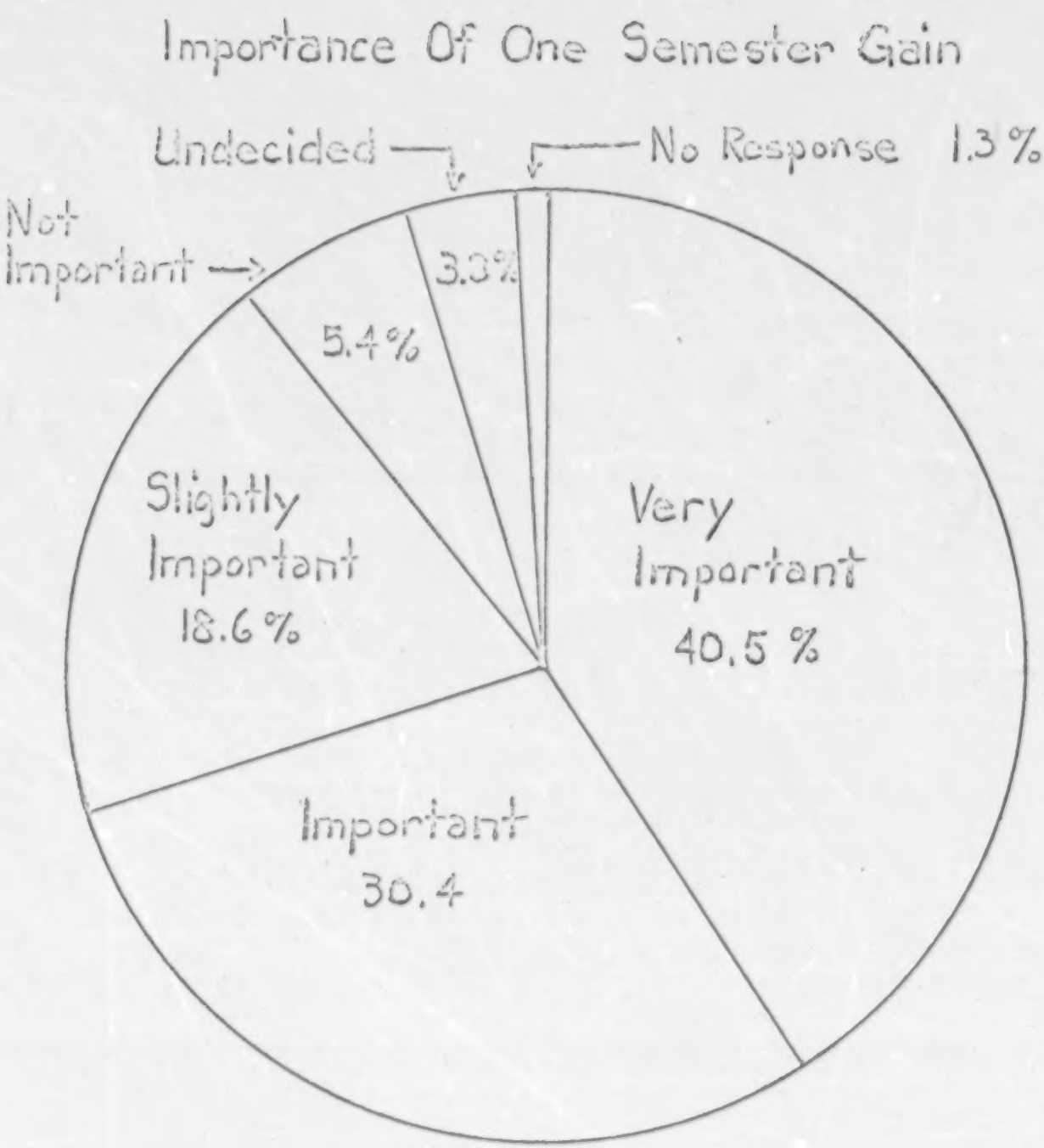
If an inter-disciplinary program were designed that would allow you to take business courses in your undergraduate curriculum, thereby, reducing your MBA program by one semester, what importance would you attach to this one-semester gain in time?

The purpose of this question was to gain an insight into interest generated by an inter-disciplinary program that reduces an MBA program by one semester. The perceived importance would help in determining the relevance of a projected five-year program of the Institute.

Table XVIII
Importance of One Semester Gain

	Male	%	Female	%	Total	%
Very important	17	33.7.2	79	53.3	96	40.5
Important	20	3[illegible]8.4	52	21.9	72	30.4
Slightly important	11	4.6	33	13.9	44	18.6
Not important	1	[illegible].4	12	.5	13	5.4
Undecided	2	[illegible].8	7	2.9	9	3.8
No response	—	———	3	1.3	3	1.3
	51	100.0	186	100.0	237	

Figure 17



Results Derived from Question 8

Sec. II

FOOTNOTES

[1] David J. Luck and Hugh G. Wales, Marketing Research (Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 2d Edition, 1961), p.109.

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[3] Luck, op. cit., p. 108.

[4] Ibid.

[5] Ibid.

[6] Bulletin of the Association of Departments of Foreign Languages, Vol. 5, No. I, Sept. 1973, p. 29.

[7] Endicott, Frank, 1973 Trends in Employment of College and University Graduate, American Society for Personal Administration, December 1972.

[8] U.S. Office of Education, "Earned Degrees Conferred,": 1969-70, Part A-Summary Data, Yearbook of Hegle Education, 1970.

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APPENDIX A

QUESTIONNAIRE

SURVEY OF FOREIGN LANGUAGE MAJORS

Dear Student:

We are four graduate students, who are conducting a survey of foreign language students. Our purpose is to determine your perception of career opportunities.

Your reply will be used only for statistical purposes; therefore, please do not identify yourself in any way.

Thank you,

Your fellow students

QUESTIONNAIRE

I. CAREER PERCEPTION (LANGUAGES)

1. Are you a foreign language major?

   Yes ☐ No ☐

   IF YOU ANSWERED NO, PLEASE DO NOT ANSWER ANY OF THE REMAINING QUESTIONS.

2. This questionnaire is being completed by:

   Male ☐ Female ☐

3. This questionnaire is being completed by a: (Check One.)

   Freshman ☐ Junior ☐
   Sophomore ☐ Senior ☐

4. Was career objective an important factor in your decision to pursue a foreign language major? (Check One.)

   Career was a very important factor ☐
   Career was an important factor ☐
   Career was a slightly important factor ☐
   Career was not an important factor ☐
   Undecided ☐

5. List in the order of your preference what you would like to do if you were to receive a Bachelor's degree in foreign languages today. (Place number 1 for most preferred through 6 for least preferred.)

   Pursue graduate studies in foreign languages ☐
   Pursue graduate studies in another field
   (Specify) _____ ☐
   Work for the government ☐
   Teach ☐
   Business ☐
   Other (Specify) _____ ☐

6. Preferences apart, what do you perceive your chances to be for admission or employment in the following categories with a Bachelor's degree in foreign languages? (Check one for each category.)

Category	Very Good	Good	Average	Poor	Very Poor
Graduate School — Languages					
Graduate School — another field (Specify) _____					
Government					
Business					
Teaching					
Other (Specify) _____					

7. What in your opinion is the annual starting salary of a recent graduate with a Bachelor's degree in foreign languages? (Check One.)

$ 6,001 — $ 7,000	☐	$ 9,001 — $10,000	☐
$ 7,001 — $ 8,000	☐	$10,001 — $11,000	☐
$ 8,001 — $ 9,000	☐		

8. What in your opinion would be the difference in annual starting salary between a Bachelor's and a Master's degree in foreign languages? (Check One.)

Less than $ 500	☐	$ 2,001 — $ 3,000	☐
$ 501 — $ 1,000	☐	$ 3,001 — $ 4,500	☐
$ 1,001 — $ 2,000	☐	Over $ 4,500	☐

9. Do you believe that your foreign language curriculum prepares you for a professional career outside of teaching? (Check One.)

Very good preparation	☐
Good preparation	☐
Average preparation	☐
Poor preparation	☐
Very poor preparation	☐

II. CAREER PERCEPTIONS (LANGUAGES — MANAGEMENT)

1. If a formal academic program were available that would allow you to receive an MBA degree in international management following a Bachelor's degree in foreign languages, would you be interested in pursuing such a program? (Check One.)

Very interested	☐
Interested	☐
Slightly interested	☐
Not interested	☐
Undecided	☐

2. As a full-time student, how long do you think it would take to complete an MBA program in international management if you had no business courses in your undergraduate curriculum? (Check One.)

(A semester is defined to be 15 weeks of course work.)

One semester	☐	Four semesters	☐
Two semesters	☐	Five semesters	☐
Three semesters	☐	Six semesters	☐

3. In terms of tuition fees and books (i.e., excluding room and board), how much do you believe it would cost you to obtain an MBA if you had no previous exposure to business courses? (Check one in each column.)

Total Cost of MBA	Resident Student in a State School	Student in a Private School
$ 0 — $ 1,000		
$ 1,001 — $ 2,000		
$ 2,001 — $ 3,000		
$ 3,001 — $ 4,000		
$ 4,001 — $ 5,000		
More than $ 5,001		

4. If you had the opportunity to enter an MBA program, which class schedule would you prefer? (Check One.)

- Day classes ☐
- Night classes ☐
- No preference ☐

5. Would the availability of financial assistance be an important factor in your decision to pursue a Master's degree in international management? (Check One.)

- Very important ☐
- Important ☐
- Slightly important ☐
- Not important ☐
- Undecided ☐

6. Please indicate your perception as to the availability of financial assistance for the pursuit of an MBA degree. (Check One.)

- Easily obtainable ☐
- Obtainable ☐
- Possibly obtainable ☐
- Not obtainable ☐
- Undecided ☐

7. What in your opinion would be the increase in annual starting salary if you were to acquire an MBA degree in international management following your Bachelor's degree in foreign languages? (Check One.)

Less than $ 500	☐	$ 2,001 — $ 3,000	☐
$ 501 — $ 1,000	☐	$ 3,001 — $ 4,500	☐
$ 1,001 — $ 2,000	☐	Over $ 4,500	☐

8. If an inter-disciplinary program were designed that would allow you to take business courses in your undergraduate curriculum, thereby reducing your MBA program by one semester, what importance would you attach to this one-semester gain in time? (Check One.)

- Very important ☐
- Important ☐
- Slightly important ☐
- Not important ☐
- Undecided ☐

APPENDIX B

Chi-Square Analysis

CHI-SQUARE ANALYSIS

The chi-square test of significance is designed to determine if there is a significant difference between or among observed data. The X^2 test of goodness-of-fit technique tests whether the observed occurrences are sufficiently close to the expected ones to be likely to have occurred under the null hypothesis (H_0).

The null hypothesis states that there is no difference between the observed occurrences and the reasonably expected occurrences. If the X^2 test falls into the rejection region (the area where the computed X^2 value is greater than the critical tabular value), then the alternative hypothesis (H_1) is true.

The formula for computing the chi-square value is as follows:

$$X^2 = \sum_{i=1}^{r} \sum_{j=1}^{k} \frac{(O_{ij} - E_{ij})^2}{E_{ij}}$$

where O_{ij} = observed number of cases

E_{ij} = expected number of cases

$\sum_{1=1}^{r} \sum_{k=1}^{k}$ directs one to sum overall (r) rows and all (k) columns.

The computed X^2 value is then compared with a tabular value at the proper degrees of freedom (df) -- where df = (k-1)(r-1) -- and if the computed value is greater, the null is rejected and there is a significant difference among the data.

I.

4. Career Objective

	Male	Female	Total
Career was a very important factor	16	47	63
Career was an important factor	17	57	74
Career was a slightly important factor	9	47	56
Career was not an important factor	8	30	38
Undecided	1	5	6
	51	186	237

Chi-square = 2.004

Critical Chi-square (α .05) = 9.49

df = 4

Rejection region: Chi-square > critical chi-square

There is not a significant difference among sexes as to career objective.

I.

7. Starting salaries with bachelor's degree in foreign languages.

	Male	Female	Total
6,001-7,000	15	67	82
7,001-8,000	16	63	79
8,001-9,000	7	35	42
9,001-10,000	8	12	20
10,001-11,000	0	2	2
No response	5	7	12
	51	186	237

Chi-square = 8.65

Critical Chi-square (α .05) = 11.07

Rejection region: Chi-square > critical chi-square

There is no significant difference among sex as to starting salaries when the individual has a degree in foreign languages.

I.

8. Starting salary differences between individuals having a bachelor's degree and those having a master's degree in foreign languages.

	Male	Female	Total
Less than 500	1	23	24
501-1,000	13	42	55
1,001-2,000	20	63	83
2,001-3,000	11	41	52
3,001-4,500	3	8	11
over 4,500	1	2	3
No response	2	7	9
	51	186	237

Chi-square = 5.41

Critical Chi-square (α .05) = 12.59

df = 6

Rejection region: Chi-square > critical chi-square

There is no significant difference among sex as to the starting salary differences that exist between an individual having a bachelor's degree in foreign languages and a master's degree in foreign languages.

I.

9. Foreign language curriculum

	All others	Seniors	Total
Very good preparation	19	8	27
Good preparation	45	32	77
Average preparation	41	32	73
Poor preparation	16	28	44
Very poor preparation	7	8	15
	128	109	237

Chi-square = 9.63

Critical Chi-square (α .05) = 9.49

df = 4

Rejection region: Chi-square > critical chi-square

There is a significant difference between the two groups concerning how the foreign language curriculum prepares the individual for a profession outside of teaching.

II.

1. Formal academic program for MBA in International Management.

	Male	Female	Total
Very interested	11	57	68
Interested	15	43	58
Slightly interested	15	37	52
Not interested	7	37	44
Undecided	3	12	15
	51	186	237

Chi-square = 4.36

Critical Chi-square (α .05) = 9.49

df = 4

Rejection region: Chi-square > critical chi-square

There is no significant difference between sexes as to interest in an MBA degree in International Management.

II.

2. Time required in semesters to complete an MBA Program.

	Male	Female	Total
One semester	0	2	2
Two semesters	7	24	31
Three semesters	17	47	64
Four semesters	21	80	101
Five semesters	3	9	12
Six semesters	3	24	27
	51	186	237

Chi-square = 4.94

Critical Chi-square (α .05) = 11.07

df = 5

There is no significant difference between responses by sex as relates to time required to complete an MBA Program.

II.

5. Importance of Financial Assistance

	Male	Female	Total
Very important	27	70	97
Important	6	48	54
Slightly important	11	38	49
Not important	6	24	30
Undecided	1	6	7
	51	186	237

Chi-square = 6.25

Critical Chi-square (α .05) = 9.49

df = 4

Rejection region: Chi-square > critical chi-square

There is no significant difference between responses by sex as relates to importance of financial assistance.

II.

6. Availability of Financial Assistance

	Male	Female	Total
Easily obtainable	1	2	3
Obtainable	14	47	61
Possibly obtainable	25	96	121
Not obtainable	6	17	23
Undecided	5	24	29
	51	186	237

Chi-square = 1.78

Critical Chi-square (α .05) = 9.49

df = 4

Rejection region: Chi-square > critical chi-square

There is no significant difference between responses by sex as relates to the availability of financial assistance.

II.

7. Increase in annual starting salary due to the acquiring of an MBA degree.

	All others	Seniors	Total
Less than 500	7	6	13
501-1,000	15	18	33
1,001-2,000	35	31	66
2,001-3,000	37	24	61
3,001-4,500	18	18	36
over 4,500	8	11	19
Undecided	8	1	9
	128	109	237

Chi-square = 4.50

Critical Chi-square ($\alpha = .05$) = 12.59

df = 6

Rejection region: Chi-square > critical chi-square

There is no significant difference between the responses of seniors and all others pertaining to increase in salary with acquired MBA degree.

II.

8. Time Savings Due to New MBA Program

	Male	Female	Total
Very important	17	79	96
Important	20	52	72
Slightly important	11	33	44
Not important	1	12	13
Undecided	2	10	12
	51	186	237

Chi-square = 7.27

Critical Chi-square (α .05) = 9.49

df = 4

Rejection region: Chi-square > critical chi-square

There is no significant difference between responses by sex as relates to time saved by an inter-disciplinary program.

APPENDIX C

Tabulation of Results

SURVEY OF FOREIGN LANGUAGE MAJORS -- ALL RESPONDANTS

SECTION I

QUESTION 2

TOTAL SAMPLE 237

NUMBER OF ANSWERS	51	
PERCENT OF TOTAL		.21
NUMBER OF ANSWERS	186	
PERCENT OF TOTAL		.78

QUESTION 3

TOTAL SAMPLE 237

NUMBER OF ANSWERS	3	
PERCENT OF TOTAL		.01
NUMBER OF ANSWERS	34	
PERCENT OF TOTAL		.14
NUMBER OF ANSWERS	91	
PERCENT OF TOTAL		.38
NUMBER OF ANSWERS	109	
PERCENT OF TOTAL		.45

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QUESTION 4

TOTAL SAMPLE 237

NUMBER OF ANSWERS	63	
PERCENT OF TOTAL		.26
NUMBER OF ANSWERS	74	
PERCENT OF TOTAL		.31
NUMBER OF ANSWERS	56	
PERCENT OF TOTAL		.23
NUMBER OF ANSWERS	38	
PERCENT OF TOTAL		.16
NUMBER OF ANSWERS	6	
PERCENT OF TOTAL		.02

QUESTION 5.1

TOTAL SAMPLE 237

NUMBER OF ANSWERS 64
PERCENT OF TOTAL .26

NUMBER OF ANSWERS 30
PERCENT OF TOTAL .12

NUMBER OF ANSWERS 36
PERCENT OF TOTAL .14

NUMBER OF ANSWERS 52
PERCENT OF TOTAL .21

NUMBER OF ANSWERS 26
PERCENT OF TOTAL .10

NUMBER OF ANSWERS 33
PERCENT OF TOTAL .13

QUESTION 5.2

TOTAL SAMPLE 237

NUMBER OF ANSWERS 43
PERCENT OF TOTAL .17

NUMBER OF ANSWERS 21
PERCENT OF TOTAL .08

NUMBER OF ANSWERS 60
PERCENT OF TOTAL .24

NUMBER OF ANSWERS 59
PERCENT OF TOTAL .24

NUMBER OF ANSWERS 46
PERCENT OF TOTAL .19

NUMBER OF ANSWERS 13
PERCENT OF TOTAL .05

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QUESTION 5.3

TOTAL SAMPLE 237

NUMBER OF ANSWERS 52
PERCENT OF TOTAL .22

NUMBER OF ANSWERS 37
PERCENT OF TOTAL .15

NUMBER OF ANSWERS 55
PERCENT OF TOTAL .23

NUMBER OF ANSWERS 35
PERCENT OF TOTAL .15

NUMBER OF ANSWERS 35
PERCENT OF TOTAL .15

NUMBER OF ANSWERS 19
PERCENT OF TOTAL .08

QUESTION 5.4

TOTAL SAMPLE 237

NUMBER OF ANSWERS 37
PERCENT OF TOTAL .16

NUMBER OF ANSWERS 40
PERCENT OF TOTAL .17

NUMBER OF ANSWERS 42
PERCENT OF TOTAL .18

NUMBER OF ANSWERS 39
PERCENT OF TOTAL .16

NUMBER OF ANSWERS 48
PERCENT OF TOTAL .20

NUMBER OF ANSWERS 25
PERCENT OF TOTAL .10

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QUESTION 5.5

TOTAL SAMPLE 237

NUMBER OF ANSWERS 30
PERCENT OF TOTAL .13

NUMBER OF ANSWERS 58
PERCENT OF TOTAL .25

NUMBER OF ANSWERS 28
PERCENT OF TOTAL .12

NUMBER OF ANSWERS 30
PERCENT OF TOTAL .13

NUMBER OF ANSWERS 53
PERCENT OF TOTAL .23

NUMBER OF ANSWERS 25
PERCENT OF TOTAL .11

QUESTION 5.6

TOTAL SAMPLE 237

NUMBER OF ANSWERS	11	
PERCENT OF TOTAL		.05
NUMBER OF ANSWERS	38	
PERCENT OF TOTAL		.19
NUMBER OF ANSWERS	13	
PERCENT OF TOTAL		.06
NUMBER OF ANSWERS	20	
PERCENT OF TOTAL		.10
NUMBER OF ANSWERS	26	
PERCENT OF TOTAL		.13
NUMBER OF ANSWERS	84	
PERCENT OF TOTAL		.43

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QUESTION 6.1

TOTAL SAMPLE 237

NUMBER OF ANSWERS	45	
PERCENT OF TOTAL		.14
NUMBER OF ANSWERS	45	
PERCENT OF TOTAL		.14
NUMBER OF ANSWERS	29	
PERCENT OF TOTAL		.09
NUMBER OF ANSWERS	24	
PERCENT OF TOTAL		.07
NUMBER OF ANSWERS	74	
PERCENT OF TOTAL		.23
NUMBER OF ANSWERS	31	
PERCENT OF TOTAL		.09

QUESTION 6.2

TOTAL SAMPLE 237

NUMBER OF ANSWERS	76	
PERCENT OF TOTAL		.17
NUMBER OF ANSWERS	85	
PERCENT OF TOTAL		.19

NUMBER OF ANSWERS	102	
PERCENT OF TOTAL		.23
NUMBER OF ANSWERS	71	
PERCENT OF TOTAL		.16
NUMBER OF ANSWERS	83	
PERCENT OF TOTAL		.18
NUMBER OF ANSWERS	23	
PERCENT OF TOTAL		.05

QUESTION 6.3

TOTAL SAMPLE 237

NUMBER OF ANSWERS	35	
PERCENT OF TOTAL		.10
NUMBER OF ANSWERS	71	
PERCENT OF TOTAL		.20
NUMBER OF ANSWERS	76	
PERCENT OF TOTAL		.21
NUMBER OF ANSWERS	95	
PERCENT OF TOTAL		.27
NUMBER OF ANSWERS	46	
PERCENT OF TOTAL		.13
NUMBER OF ANSWERS	26	
PERCENT OF TOTAL		.07

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QUESTION 6.4

TOTAL SAMPLE 237

NUMBER OF ANSWERS	7	
PERCENT OF TOTAL		.07
NUMBER OF ANSWERS	14	
PERCENT OF TOTAL		.14
NUMBER OF ANSWERS	21	
PERCENT OF TOTAL		.21
NUMBER OF ANSWERS	31	
PERCENT OF TOTAL		.31
NUMBER OF ANSWERS	18	
PERCENT OF TOTAL		.18

NUMBER OF ANSWERS 6
PERCENT OF TOTAL .06

QUESTION 6.5

TOTAL SAMPLE 237

NUMBER OF ANSWERS 1
PERCENT OF TOTAL .03

NUMBER OF ANSWERS 6
PERCENT OF TOTAL .19

NUMBER OF ANSWERS 4
PERCENT OF TOTAL .12

NUMBER OF ANSWERS 10
PERCENT OF TOTAL .32

NUMBER OF ANSWERS 9
PERCENT OF TOTAL .29

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NUMBER OF ANSWERS 1
PERCENT OF TOTAL .03

QUESTION 6.6

TOTAL SAMPLE 237

NUMBER OF ANSWERS 0
PERCENT OF TOTAL .00

NUMBER OF ANSWERS 0
PERCENT OF TOTAL .00

NUMBER OF ANSWERS 0
PERCENT OF TOTAL .00

NUMBER OF ANSWERS 1
PERCENT OF TOTAL .33

NUMBER OF ANSWERS 1
PERCENT OF TOTAL .33

NUMBER OF ANSWERS 1
PERCENT OF TOTAL .33

QUESTION 7

TOTAL SAMPLE 237

NUMBER OF ANSWERS	82	
PERCENT OF TOTAL		.34
NUMBER OF ANSWERS	79	
PERCENT OF TOTAL		.33
NUMBER OF ANSWERS	42	
PERCENT OF TOTAL		.17
NUMBER OF ANSWERS	20	
PERCENT OF TOTAL		.08
NUMBER OF ANSWERS	2	
PERCENT OF TOTAL		.00
NUMBER OF ANSWERS	12	
PERCENT OF TOTAL		.05

QUESTION 8

TOTAL SAMPLE 237

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NUMBER OF ANSWERS	24	
PERCENT OF TOTAL		.10
NUMBER OF ANSWERS	55	
PERCENT OF TOTAL		.23
NUMBER OF ANSWERS	83	
PERCENT OF TOTAL		.35
NUMBER OF ANSWERS	52	
PERCENT OF TOTAL		.21
NUMBER OF ANSWERS	11	
PERCENT OF TOTAL		.04
NUMBER OF ANSWERS	3	
PERCENT OF TOTAL		.01
NUMBER OF ANSWERS	9	
PERCENT OF TOTAL		.03

QUESTION 9

TOTAL SAMPLE 237

NUMBER OF ANSWERS	27	
PERCENT OF TOTAL		.11
NUMBER OF ANSWERS	78	
PERCENT OF TOTAL		.32

NUMBER OF ANSWERS 73
PERCENT OF TOTAL .30

NUMBER OF ANSWERS 44
PERCENT OF TOTAL .18

NUMBER OF ANSWERS 14
PERCENT OF TOTAL .05

NUMBER OF ANSWERS 1
PERCENT OF TOTAL .00

SECTION II

QUESTION 1

TOTAL SAMPLE 237

NUMBER OF ANSWERS 68
PERCENT OF TOTAL .28

NUMBER OF ANSWERS 58
PERCENT OF TOTAL .24

NUMBER OF ANSWERS 52
PERCENT OF TOTAL .21

NUMBER OF ANSWERS 44
PERCENT OF TOTAL .18

NUMBER OF ANSWERS 14
PERCENT OF TOTAL .05

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QUESTION 2

TOTAL SAMPLE 237

NUMBER OF ANSWERS 2
PERCENT OF TOTAL .00

NUMBER OF ANSWERS 31
PERCENT OF TOTAL .13

NUMBER OF ANSWERS 64
PERCENT OF TOTAL .27

NUMBER OF ANSWERS 101
PERCENT OF TOTAL .42

NUMBER OF ANSWERS 12
PERCENT OF TOTAL .05

NUMBER OF ANSWERS 23
PERCENT OF TOTAL .09

NUMBER OF ANSWERS 26
PERCENT OF TOTAL .10

QUESTION 3.1

TOTAL SAMPLE 237

NUMBER OF ANSWERS 60
PERCENT OF TOTAL .25

NUMBER OF ANSWERS 70
PERCENT OF TOTAL .29

NUMBER OF ANSWERS 39
PERCENT OF TOTAL .16

NUMBER OF ANSWERS 35
PERCENT OF TOTAL .14

NUMBER OF ANSWERS 7
PERCENT OF TOTAL .02

NUMBER OF ANSWERS 36
PERCENT OF TOTAL .15

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QUESTION 3.2

TOTAL SAMPLE 237

NUMBER OF ANSWERS 12
PERCENT OF TOTAL .05

NUMBER OF ANSWERS 17
PERCENT OF TOTAL .07

NUMBER OF ANSWERS 37
PERCENT OF TOTAL .15

NUMBER OF ANSWERS 47
PERCENT OF TOTAL .19

NUMBER OF ANSWERS 41
PERCENT OF TOTAL .17

NUMBER OF ANSWERS 52
PERCENT OF TOTAL .21

QUESTION 4

SURVEY OF FOREIGN LANGUAGE MAJORS

TOTAL SAMPLE 237

NUMBER OF ANSWERS 169
PERCENT OF TOTAL .71

NUMBER OF ANSWERS 25
PERCENT OF TOTAL .10

NUMBER OF ANSWERS 40
PERCENT OF TOTAL .16

QUESTION 5

TOTAL SAMPLE 237

NUMBER OF ANSWERS 97
PERCENT OF TOTAL .40

NUMBER OF ANSWERS 54
PERCENT OF TOTAL .22

NUMBER OF ANSWERS 49
PERCENT OF TOTAL .20

NUMBER OF ANSWERS 30
PERCENT OF TOTAL .12

NUMBER OF ANSWERS 7
PERCENT OF TOTAL .02

NUMBER OF ANSWERS 3
PERCENT OF TOTAL .01

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QUESTION 6

TOTAL SAMPLE 237

NUMBER OF ANSWERS 3
PERCENT OF TOTAL .01

NUMBER OF ANSWERS 61
PERCENT OF TOTAL .25

NUMBER OF ANSWERS 121
PERCENT OF TOTAL .51

NUMBER OF ANSWERS 23
PERCENT OF TOTAL .09

NUMBER OF ANSWERS 22
PERCENT OF TOTAL .09

NUMBER OF ANSWERS 7
PERCENT OF TOTAL .02

QUESTION 7

TOTAL SAMPLE 237

NUMBER OF ANSWERS 13
PERCENT OF TOTAL .05

NUMBER OF ANSWERS 33
PERCENT OF TOTAL .13

NUMBER OF ANSWERS 66
PERCENT OF TOTAL .27

NUMBER OF ANSWERS 61
PERCENT OF TOTAL .25

NUMBER OF ANSWERS 36
PERCENT OF TOTAL .15

NUMBER OF ANSWERS 19
PERCENT OF TOTAL .08

NUMBER OF ANSWERS 9
PERCENT OF TOTAL .03

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QUESTION 8

TOTAL SAMPLE 237

NUMBER OF ANSWERS 96
PERCENT OF TOTAL .40

NUMBER OF ANSWERS 72
PERCENT OF TOTAL .30

NUMBER OF ANSWERS 44
PERCENT OF TOTAL .18

NUMBER OF ANSWERS 13
PERCENT OF TOTAL .05

NUMBER OF ANSWERS 9
PERCENT OF TOTAL .03

NUMBER OF ANSWERS 3
PERCENT OF TOTAL .01

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H'SP-II***HASP-II.....END JO3 124.....11.07.45 AM 18 DEC 73....ROOM      ....SMITH
H SP-II***HASP-II.....END JO4 124.....11.07.45 AM 18 DEC 73....ROOM      ....SMITH
HASP-II***HASP-II.....END JO5 124.....11.07.45 AM 18 DEC 73....ROOM      ....SMITH
HASP-II***HASP-II.....END JO6 124.....11.07.45 AM 18 DEC 73....ROOM      ....SMITH
H SP-II***HASP-II.....END JO7 124.....11.07.45 AM 18 DEC 73....ROOM      ....SMITH
H..SP-II***HASP-II.....END JO8 124.....11.07.45 AM 18 DEC 73....ROOM     ....SMITH
HASP-II***HASP-II.....END JO9 124.....11.07.45 AM 18 DEC 73....ROOM      ....SMITH
H SP-II***HASP-II.....END J10 124.....11.07.45 AM 18 DEC 73....ROOM      ....SMITH
H SP-II***HASP-II.....END J11 124.....11.07.45 AM 18 DEC 73....ROOM      ....SMITH
HASP-II***HASP-II.....END J12 124.....11.07.45 AM 18 DEC 73....ROOM      ....SMITH
H'SP-II***HASP-II.....END J13 124.....11.07.45 AM 18 DEC 73....ROOM      ....SMITH
H SP-II***HASP-II.....END J14 124.....11.07.45 AM 18 DEC 73....ROOM      ....SMITH
HASP-II***HASP-II.....END J15 124.....11.07.45 AM 18 DEC 73....ROOM      ....SMITH
HASP-II***HASP-II.....END J16 124.....11.07.45 AM 18 DEC 73....ROOM      ....SMITH
H SP-II***HASP-II.....END J17 124.....11.07.45 AM 18 DEC 73....ROOM      ....SMITH
H..SP-II***HASP-II.....END J18 124.....11.07.45 AM 18 DEC 73....ROOM     ....SMITH
HASP-II***HASP-II.....END J19 124.....11.07.45 AM 18 DEC 73....ROOM      ....SMITH
H SP-II***HASP-II.....END J20 124.....11.07.45 AM 18 DEC 73....ROOM      ....SMITH
H SP-II***HASP-II.....END J21 124.....11.07.45 AM 18 DEC 73....ROOM      ....SMITH
HASP-II***HASP-II.....END J22 124.....11.07.45 AM 18 DEC 73....ROOM      ....SMITH
H'SP-II***HASP-II.....END J23 124.....11.07.45 AM 18 DEC 73....ROOM      ....SMITH
H SP-II***HASP-II.....END J24 124.....11.07.45 AM 18 DEC 73....ROOM      ....SMITH
HASP-II***HASP-II.....END J25 124.....11.07.45 AM 18 DEC 73....ROOM      ....SMITH
HASP-II***HASP-II.....END J26 124.....11.07.45 AM 18 DEC 73....ROOM      ....SMITH
H SP-II***HASP-II.....END J27 124.....11.07.45 AM 18 DEC 73....ROOM      ....SMITH
H..SP-II***HASP-II.....END J28 124.....11.07.45 AM 18 DEC 73....ROOM     ....SMITH
HASP-II***HASP-II.....END J29 124.....11.07.45 AM 18 DEC 73....ROOM      ....SMITH
H SP-II***HASP-II.....END J30 124.....11.07.45 AM 18 DEC 73....ROOM      ....SMITH
H SP-II***HASP-II.....END J31 124.....11.07.45 AM 18 DEC 73....ROOM      ....SMITH
HASP-II***HASP-II.....END J32 124.....11.07.45 AM 18 DEC 73....ROOM      ....SMITH
H'SP-II***HASP-II.....END J33 124.....11.07.45 AM 18 DEC 73....ROOM      ....SMITH
H SP-II***HASP-II.....END J34 124.....11.07.45 AM 18 DEC 73....ROOM      ....SMITH
HASP-II***HASP-II.....END J35 124.....11.07.45 AM 18 DEC 73....ROOM      ....SMITH
HASP-II***HASP-II.....END J36 124.....11.07.45 AM 18 DEC 73....ROOM      ....SMITH
H SP-II***HASP-II.....END J37 124.....11.07.45 AM 18 DEC 73....ROOM      ....SMITH
H..SP-II***HASP-II.....END J38 124.....11.07.45 AM 18 DEC 73....ROOM     ....SMITH
HASP-II***HASP-II.....END J39 124.....11.07.45 AM 18 DEC 73....ROOM      ....SMITH
H SP-II***HASP-II.....END J40 124.....11.07.45 AM 18 DEC 73....ROOM      ....SMITH
H SP-II***HASP-II.....END J41 124.....11.07.45 AM 18 DEC 73....ROOM      ....SMITH
HASP-II***HASP-II.....END J42 124.....11.07.45 AM 18 DEC 73....ROOM      ....SMITH
H'SP-II***HASP-II.....END J43 124.....11.07.45 AM 18 DEC 73....ROOM      ....SMITH
H SP-II***HASP-II.....END J44 124.....11.07.45 AM 18 DEC 73....ROOM      ....SMITH
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SURVEY OF PUBLIC LANGUAGE PAJORS __FEMALE RESPONDANTS

SECTION 1

QUESTION 2

TOTAL SAMPLE 1[illegible]

NUMBER OF ANSWERS 6
PERCENT OF TOTAL .00

NUMBER OF ANSWERS 1[illegible]
PERCENT OF TOTAL 1.00

QUESTION 3

TOTAL SAMPLE 1[illegible]

NUMBER OF ANSWERS 2
PERCENT OF TOTAL .01

NUMBER OF ANSWERS 27
PERCENT OF TOTAL .1[illegible]

NUMBER OF ANSWERS 75
PERCENT OF TOTAL .4[illegible]

NUMBER OF ANSWERS 82
PERCENT OF TOTAL .4[illegible]

QUESTION 4

TOTAL SAMPLE 1[illegible]

NUMBER OF ANSWERS 47
PERCENT OF TOTAL .25

NUMBER OF ANSWERS 57
PERCENT OF TOTAL .30

NUMBER OF ANSWERS 47
PERCENT OF TOTAL .25

NUMBER OF ANSWERS 30
PERCENT OF TOTAL .1[illegible]

NUMBER OF ANSWERS 5
PERCENT OF TOTAL .02

QUESTION 5.1

TOTAL SAMPLE 19[illegible]

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NUMBER OF ANSWERS 71
PERCENT OF TOTAL .4

NUMBER OF ANSWERS 20
PERCENT OF TOTAL .1

NUMBER OF ANSWERS 2
PERCENT OF TOTAL .1

NUMBER OF ANSWERS 42
PERCENT OF TOTAL .2

NUMBER OF ANSWERS 21
PERCENT OF TOTAL .1

NUMBER OF ANSWERS 26
PERCENT OF TOTAL .1

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QUESTION 5.2

TOTAL SAMPLE 186

NUMBER OF ANSWERS 27
PERCENT OF TOTAL .1

NUMBER OF ANSWERS 16
PERCENT OF TOTAL .0

NUMBER OF ANSWERS 49
PERCENT OF TOTAL .2

NUMBER OF ANSWERS 46
PERCENT OF TOTAL .2

NUMBER OF ANSWERS 41
PERCENT OF TOTAL .2

NUMBER OF ANSWERS 12
PERCENT OF TOTAL .0

QUESTION 5.3

TOTAL SAMPLE 186

NUMBER OF ANSWERS 42
PERCENT OF TOTAL .2

NUMBER OF ANSWERS 29
PERCENT OF TOTAL .1

NUMBER OF ANSWERS 42
PERCENT OF TOTAL .2

NUMBER OF ANSWERS 24
PERCENT OF TOTAL .14

NUMBER OF ANSWERS 41
PERCENT OF TOTAL .24

NUMBER OF ANSWERS 17
PERCENT OF TOTAL .09

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QUESTION 5.4

TOTAL SAMPLE 186

NUMBER OF ANSWERS 27
PERCENT OF TOTAL .14

NUMBER OF ANSWERS 34
PERCENT OF TOTAL .18

NUMBER OF ANSWERS 35
PERCENT OF TOTAL .19

NUMBER OF ANSWERS 30
PERCENT OF TOTAL .16

NUMBER OF ANSWERS 37
PERCENT OF TOTAL .20

NUMBER OF ANSWERS 18
PERCENT OF TOTAL .09

QUESTION 5.5

TOTAL SAMPLE 186

NUMBER OF ANSWERS 28
PERCENT OF TOTAL .15

NUMBER OF ANSWERS 47
PERCENT OF TOTAL .26

NUMBER OF ANSWERS 21
PERCENT OF TOTAL .11

NUMBER OF ANSWERS 21
PERCENT OF TOTAL .11

NUMBER OF ANSWERS 40
PERCENT OF TOTAL .22

NUMBER OF ANSWERS 20
PERCENT OF TOTAL .11

SURVEY OF FOREIGN LANGUAGE MAJORS

QUESTION 5.4

TOTAL SAMPLE 184

NUMBER OF ANSWERS 11
PERCENT OF TOTAL .07

NUMBER OF ANSWERS 31
PERCENT OF TOTAL .20

NUMBER OF ANSWERS 7
PERCENT OF TOTAL .04

NUMBER OF ANSWERS 19
PERCENT OF TOTAL .1[illegible]

NUMBER OF ANSWERS 17
PERCENT OF TOTAL .11

NUMBER OF ANSWERS 64
PERCENT OF TOTAL .42

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QUESTION 6.1

TOTAL SAMPLE 184

NUMBER OF ANSWERS 35
PERCENT OF TOTAL .14

NUMBER OF ANSWERS 35
PERCENT OF TOTAL .14

NUMBER OF ANSWERS 18
PERCENT OF TOTAL .07

NUMBER OF ANSWERS 22
PERCENT OF TOTAL .08

NUMBER OF ANSWERS 57
PERCENT OF TOTAL .23

NUMBER OF ANSWERS 26
PERCENT OF TOTAL .10

QUESTION 6.2

TOTAL SAMPLE 186

NUMBER OF ANSWERS 58
PERCENT OF TOTAL .1[illegible]

NUMBER OF ANSWERS 64
PERCENT OF TOTAL .1[illegible]

NUMBER OF ANSWERS 19
PERCENT OF TOTAL .23

NUMBER OF ANSWERS 14
PERCENT OF TOTAL .17

NUMBER OF ANSWERS 16
PERCENT OF TOTAL .19

NUMBER OF ANSWERS 17
PERCENT OF TOTAL .04

QUESTION 6.3

TOTAL SAMPLE 186

NUMBER OF ANSWERS 21
PERCENT OF TOTAL .10

NUMBER OF ANSWERS 40
PERCENT OF TOTAL .21

NUMBER OF ANSWERS 43
PERCENT OF TOTAL .22

NUMBER OF ANSWERS 71
PERCENT OF TOTAL .25

NUMBER OF ANSWERS 40
PERCENT OF TOTAL .14

NUMBER OF ANSWERS 18
PERCENT OF TOTAL .06

QUESTION 6.4

TOTAL SAMPLE 156

NUMBER OF ANSWERS 7
PERCENT OF TOTAL .09

NUMBER OF ANSWERS 11
PERCENT OF TOTAL .14

NUMBER OF ANSWERS 17
PERCENT OF TOTAL .22

NUMBER OF ANSWERS 22
PERCENT OF TOTAL .28

NUMBER OF ANSWERS 13
PERCENT OF TOTAL .17

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NUMBER OF ANSWERS 6
PERCENT OF TOTAL .07

QUESTION 6.5

TOTAL SAMPLE 184

NUMBER OF ANSWERS 1
PERCENT OF TOTAL .04

NUMBER OF ANSWERS 4
PERCENT OF TOTAL .17

NUMBER OF ANSWERS 4
PERCENT OF TOTAL .17

NUMBER OF ANSWERS 8
PERCENT OF TOTAL .34

NUMBER OF ANSWERS 5
PERCENT OF TOTAL .21

NUMBER OF ANSWERS 1
PERCENT OF TOTAL .04

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QUESTION 6.6

TOTAL SAMPLE 180

NUMBER OF ANSWERS 0
PERCENT OF TOTAL .00

NUMBER OF ANSWERS 0
PERCENT OF TOTAL .00

NUMBER OF ANSWERS 0
PERCENT OF TOTAL .00

NUMBER OF ANSWERS 1
PERCENT OF TOTAL .33

NUMBER OF ANSWERS 1
PERCENT OF TOTAL .33

NUMBER OF ANSWERS 1
PERCENT OF TOTAL .33

QUESTION 7

TOTAL SAMPLE 106

NUMBER OF ANSWERS	67	
PERCENT OF TOTAL		.06
NUMBER OF ANSWERS	63	
PERCENT OF TOTAL		.33
NUMBER OF ANSWERS	35	
PERCENT OF TOTAL		.18
NUMBER OF ANSWERS	12	
PERCENT OF TOTAL		.06
NUMBER OF ANSWERS	2	
PERCENT OF TOTAL		.01
NUMBER OF ANSWERS	7	
PERCENT OF TOTAL		.03

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QUESTION 8

TOTAL SAMPLE 186

NUMBER OF ANSWERS	23	
PERCENT OF TOTAL		.12
NUMBER OF ANSWERS	42	
PERCENT OF TOTAL		.22
NUMBER OF ANSWERS	63	
PERCENT OF TOTAL		.33
NUMBER OF ANSWERS	41	
PERCENT OF TOTAL		.22
NUMBER OF ANSWERS	8	
PERCENT OF TOTAL		.04
NUMBER OF ANSWERS	2	
PERCENT OF TOTAL		.01
NUMBER OF ANSWERS	7	
PERCENT OF TOTAL		.03

QUESTION 9

TOTAL SAMPLE 186

NUMBER OF ANSWERS	19	
PERCENT OF TOTAL		.10
NUMBER OF ANSWERS	60	
PERCENT OF TOTAL		.32

NUMBER OF ANSWERS 56
PERCENT OF TOTAL .30

NUMBER OF ANSWERS 37
PERCENT OF TOTAL .19

NUMBER OF ANSWERS 12
PERCENT OF TOTAL .06

NUMBER OF ANSWERS 1
PERCENT OF TOTAL .00

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SECTION II

QUESTION 1

TOTAL SAMPLE 186

NUMBER OF ANSWERS 57
PERCENT OF TOTAL .30

NUMBER OF ANSWERS 43
PERCENT OF TOTAL .23

NUMBER OF ANSWERS 37
PERCENT OF TOTAL .19

NUMBER OF ANSWERS 37
PERCENT OF TOTAL .19

NUMBER OF ANSWERS 11
PERCENT OF TOTAL .06

QUESTION 2

TOTAL SAMPLE 186

NUMBER OF ANSWERS 2
PERCENT OF TOTAL .01

NUMBER OF ANSWERS 24
PERCENT OF TOTAL .12

NUMBER OF ANSWERS 47
PERCENT OF TOTAL .25

NUMBER OF ANSWERS 80
PERCENT OF TOTAL .43

NUMBER OF ANSWERS 9
PERCENT OF TOTAL .04

NUMBER OF ANSWERS 26
PERCENT OF TOTAL .16

NUMBER OF ANSWERS 22
PERCENT OF TOTAL .11

QUESTION 3.1

TOTAL SAMPLE 164

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NUMBER OF ANSWERS 47
PERCENT OF TOTAL .29

NUMBER OF ANSWERS 51
PERCENT OF TOTAL .27

NUMBER OF ANSWERS 31
PERCENT OF TOTAL .19

NUMBER OF ANSWERS 31
PERCENT OF TOTAL .19

NUMBER OF ANSWERS 5
PERCENT OF TOTAL .02

NUMBER OF ANSWERS 28
PERCENT OF TOTAL .15

QUESTION 3.2

TOTAL SAMPLE 156

NUMBER OF ANSWERS 11
PERCENT OF TOTAL .05

NUMBER OF ANSWERS 13
PERCENT OF TOTAL .06

NUMBER OF ANSWERS 25
PERCENT OF TOTAL .13

NUMBER OF ANSWERS 35
PERCENT OF TOTAL .18

NUMBER OF ANSWERS 36
PERCENT OF TOTAL .19

NUMBER OF ANSWERS 41
PERCENT OF TOTAL .27

QUESTION 4

SURVEY OF FOREIGN LANGUAGE MAJORS

TOTAL SAMPLE 184

NUMBER OF ANSWERS 131
PERCENT OF TOTAL .71

NUMBER OF ANSWERS 20
PERCENT OF TOTAL .10

NUMBER OF ANSWERS 32
PERCENT OF TOTAL .17

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QUESTION 5

TOTAL SAMPLE 184

NUMBER OF ANSWERS 70
PERCENT OF TOTAL .37

NUMBER OF ANSWERS 48
PERCENT OF TOTAL .25

NUMBER OF ANSWERS 38
PERCENT OF TOTAL .20

NUMBER OF ANSWERS 24
PERCENT OF TOTAL .12

NUMBER OF ANSWERS 6
PERCENT OF TOTAL .03

NUMBER OF ANSWERS 3
PERCENT OF TOTAL .01

QUESTION 6

TOTAL SAMPLE 184

NUMBER OF ANSWERS 2
PERCENT OF TOTAL .01

NUMBER OF ANSWERS 47
PERCENT OF TOTAL .25

NUMBER OF ANSWERS 96
PERCENT OF TOTAL .51

NUMBER OF ANSWERS 17
PERCENT OF TOTAL .09

NUMBER OF ANSWERS 18
PERCENT OF TOTAL .09

NUMBER OF ANSWERS 6
PERCENT OF TOTAL .03

QUESTION 7

TOTAL SAMPLE 196

NUMBER OF ANSWERS 11
PERCENT OF TOTAL .05

NUMBER OF ANSWERS 28
PERCENT OF TOTAL .15

NUMBER OF ANSWERS 52
PERCENT OF TOTAL .27

NUMBER OF ANSWERS 43
PERCENT OF TOTAL .23

NUMBER OF ANSWERS 28
PERCENT OF TOTAL .15

NUMBER OF ANSWERS 16
PERCENT OF TOTAL .08

NUMBER OF ANSWERS 8
PERCENT OF TOTAL .04

QUESTION 8

TOTAL SAMPLE 184

NUMBER OF ANSWERS 79
PERCENT OF TOTAL .42

NUMBER OF ANSWERS 52
PERCENT OF TOTAL .27

NUMBER OF ANSWERS 33
PERCENT OF TOTAL .17

NUMBER OF ANSWERS 12
PERCENT OF TOTAL .06

NUMBER OF ANSWERS 7
PERCENT OF TOTAL .02

NUMBER OF ANSWERS 3
PERCENT OF TOTAL .01

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000001 000100 IDENTIFICATION DIVISION.
000002 000200 PROGRAM-ID. SYSTEM.
000003 000300 ENVIRONMENT DIVISION.
000004 000400 CONFIGURATION SECTION.
000005 000500 SOURCE-COMPUTER. IBM-370.
000006 000600 OBJECT-COMPUTER. IBM-370.
000007 000700 INPUT-OUTPUT SECTION.
000008 000800 FILE-CONTROL.
000009 000900     SELECT CRISIN ASSIGN TO UT-S-CRDSIN.
000010 001000     SELECT PRTOUT ASSIGN TO UT-S-PRTOUT.
000011 001100 DATA DIVISION.
000012 001200 FILE SECTION.
000013 001300 FD  CRISIN
000014 001400     LABEL RECORDS ARE STANDARD
000015 001500     RECORDING MODE IS F
000016 001600     BLOCK CONTAINS 0 RECORDS
000017 001700     RECORD CONTAINS 80 CHARACTERS
000018 001800     DATA RECORD FILLER.
000019 001900 01  INPUT1                    PIC X(80).
000020 002000 FD  PRTOUT
000021 002100     RECORDING MODE IS F
000022 002200     LABEL RECORDS ARE STANDARD
000023 002300     BLOCK CONTAINS 0 RECORDS
000024 002400     REPORT IS GARYRPT.
000025 002500 WORKING-STORAGE SECTION.
000026 002600 77  PROJECT-RECORD    PIC 9(4)    VALUE ZERO.
000027 002700 77  X                 PIC 99      VALUE ZERO.
000028 002800 77  NO-OF-RECS        PIC 9(4)    VALUE ZERO.
000029 002900 77  Y                 PIC XXX     VALUE ZERO.
000030 003000 77  Z                 PIC XX      VALUE SPACE.
000031 003100 77  A                 PIC 9(4).
000032 003200 77  B                 PIC 9V99.
000033 003300 77  N                 PIC 9(4).
000034 003400 01  ANSWERS.
000035 003500     05  ANS1  OCCURS  2 TIMES  PIC 9(4).
000036 003600     05  ANS2  OCCURS  4 TIMES  PIC 9(4).
000037 003700     05  ANS4  OCCURS  5 TIMES  PIC 9(4).
000038 003800     05  ANS5  OCCURS  7 TIMES.
000039 003900         10  A-15 OCCURS 7 TIMES PIC 9(4).
000040 004000     05  ANS6  OCCURS  6 TIMES.
000041 004100         10  A-16 OCCURS 7 TIMES PIC 9(4).
000042 004200     05  ANS17 OCCURS  8 TIMES  PIC 9(4).
000043 004300     05  ANS18 OCCURS  7 TIMES  PIC 9(4).
000044 004400     05  ANS19 OCCURS  6 TIMES  PIC 9(4).
000045 004500     05  ANS111 OCCURS  5 TIMES  PIC 9(4).
000046 004600     05  ANS112 OCCURS  7 TIMES  PIC 9(4).
000047 004700     05  ANS113 OCCURS 2 TIMES.
000048 004800         10  A-113 OCCURS 8 TIMES PIC 9(4).
000049 004900     05  ANS114 OCCURS  2 TIMES  PIC 9(4).
000050 005000     05  ANS115 OCCURS  6 TIMES  PIC 9(4).
000051 005100     05  ANS116 OCCURS  1 TIMES  PIC 9(4).
000052 005200     05  ANS117 OCCURS  7 TIMES  PIC 9(4).
000053 005300     05  ANS118 OCCURS  8 TIMES  PIC 9(4).
000054 005400     05  SCHOOL OCCURS 11 TIMES  PIC 9(4).
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APPENDIX D

List of Qualified Colleges and Universities

LIST OF QUALIFIED COLLEGES AND UNIVERSITIES

Abilene Christian College
Department of Foreign Languages
ACC Station, Box 8082
Abilene, Texas 79601
Chairman: Dr. J. W. Treat

Central State College
Department of Foreign Languages
Edmond, Oklahoma 73034
Chairman: Dr. Lyon

Lamar University
Department of Modern Languages
L. V. Station, Box 10049
Beaumont, Texas 77710
Chairman: Dr. M. Leroy Ellis

Louisiana State University
Department of Foreign Languages
Lakefront, New Orleans, Louisiana 70122
Chairman: Dr. Donald W. Tappet

Midwestern University
Department of Foreign Languages
Box 59
Wichita Falls, Texas 76038
Chairman: Dr. Guillermo Garcia

North Texas State University
Department of Foreign Languages and Literatures
Box 13645, N. T. S. U. Station
Denton, Texas 76203
Chairman: Dr. Philip Smyth

Pan American University
Department of Foreign Languages
Edinburg, Texas 78539
Chairman: Dr. Charles Beaudry

Texas Christian University
Department of Foreign Languages
Fort Worth, Texas 76129
Chairman: Dr. Loud

Texas Tech University
Department of Classical and Romance Languages
Box 4649
Lubbock, Texas 79409
Chairman: Dr. Carl Hammer

University of Arkansas
Department of Foreign Languages
Fayetteville, Arkansas 72701
Chairman: Dr. Fernandez

University of Dallas
Department of Foreign Languages
Irving, Texas 75061
Chairman: Mrs. Hazel Cazorla

University of Houston
Department of Spanish and Other Languages
Houston, Texas 77004
Chairman: Dr. Bermudas

University of Texas at Arlington
Department of Foreign Languages and Linguistics
Arlington, Texas 76010
Chairman: Dr. Virgil L. Poulter